

ABSTRACT

ST. MARHANA RULLU. 2017. *The Use of Slang in the EFL Classroom Interaction at English Department of IAIN Gorontalo* (Supervised by Sukardi Weda and Iskandar).

This research aimed at describing the types of slang used by the lecturer and the students, factors influencing the use of slang, and reasons of using slang.

This research applied a descriptive qualitative research method. The participants of this research were 1 lecturer and 27 students of English Department in IAIN Gorontalo. The data were collected through video recording, and then described those data to find out the slang used by the participants. Besides recording, the participants' conversation and interview result were also conducted to analyze the factors influencing the use of slang and the reasons of using slang in the EFL classroom interaction.

The findings of this research showed that the participants expressed slang in the EFL classroom interaction. Those slang were categorized in four types of slang. They are fresh and creative type, compounding type, imitative type and clipping type.

Furthermore, the finding of this research showed that there were four factors influencing the use of slang by both lecturer and the students; they are social status, age, social distance or familiarity, and situation. This research also found the reasons the lecturer and the students used slang in the classroom. The researcher found that to reduce seriousness, to induce either friendliness, for ease of social interaction, to enrich the language by inventing new words, to be different, for delight, just following and joke. This research showed that slang used by the lecturer and the students in the classroom caused some factors and reasons.

ABSTRAK

ST. MARHANA RULLU. 2017. *The Use of Slang in the EFL Classroom Interaction at English Department of IAIN Gorontalo* (Pembimbing Sukardi Weda dan Iskandar).

Penelitian ini bertujuan untuk menjelaskan tipe-tipe *slang* yang digunakan oleh dosen dan mahasiswa, faktor penyebab penggunaan *slang*, dan alasan menggunakan *slang*.

Penelitian ini menerapkan metode kualitatif deskriptif. Partisipan dalam penelitian ini adalah satu orang dosen dan 27 mahasiswa pada jurusan Bahasa Inggris di IAIN Gorontalo. Data dikumpulkan melalui rekaman video dan data ditranskripsikan untuk menemukan ungkapan *slang* yang diucapkan oleh partisipan. Selain itu, peneliti juga mewawancarai partisipan untuk menganalisa faktor penyebab dan alasan menggunakan *slang* dalam interaksi di dalam kelas Bahasa Inggris.

Hasil penelitian ini menunjukkan bahwa partisipan mengekspresikan *slang* di dalam kelas Bahasa Inggris. Ekspresi tersebut dikategorikan dalam empat tipe *slang*. Tipe *slang* adalah tipe *fresh and creative*, tipe *compounding*, tipe *imitative*, dan tipe *clipping*.

Dalam penelitian ini, peneliti juga menemukan bahwa ada empat faktor penyebab penggunaan *slang* dosen dan mahasiswa; yaitu status sosial, umur, kedekatan dan situasi. Penelitian ini juga menemukan alasan dosen dan mahasiswa menggunakan *slang* di dalam kelas. Peneliti menemukan bahwa mengurangi keseriusan, membangun persahabatan, memudahkan berinteraksi, memperkaya Bahasa, menjadi berbeda, untuk kesenangan, hanya mengikuti dan candaan adalah alasan dosen dan mahasiswa menggunakan *slang*. Penelitian ini menunjukkan bahwa penggunaan *slang* oleh dosen dan mahasiswa disebabkan oleh beberapa faktor dan alasan.

ACKNOWLEDGEMENTS



In the Name of Allah, the most Gracious, the most Merciful

All praises be to Allah, who has given us blessing and guidance, because of His graciousness and mercifulness the researcher can finish the thesis well. I realizes and feels very sure that without His blessing, mercy, and guidance, it would be possible for me to finish the thesis. This thesis entitle “Slang in the EFL Classroom Interaction” is submitted as the final requirement in accomplishing graduate degree at English Department State University of Makassar.

Sholawat and sallam may Allah send them to our Prophet Muhammad SAW, (peace be upon him), his families, his companions, and his followers. The best messenger for people all over the world. This world becomes peace because of his hard effort in giving the human being advices.

I realize that in conducting the research and writing this thesis, I got invaluable contribution and assistance from great number. Therefore, I would like to express my deep appreciation and sincere thank to all of them. My deepest appreciation goes to my respected father Pagga Rullu and my beloved mother Rosna Amir who have prayed, motivated, encourage, and remind the writer to finish the thesis as soon as possible.

I would like to extend my sincere thanks to my supervisors, Dr. Sukardi Weda, M.Pd., M.Si., M.Hum., MM., M.Sos.I and Iskandar, M.Ed., Ph.D for their supervision, advice, suggestion, guidance and correction from the early stage of this thesis. This thesis would not have been possible without their feedback.

I present my sincere appreciation goes to my examiners, Dr. Kisman Salija, M.Pd and Prof. Hj. Murni Mahmud, S.Pd., M.Hum., Ph.D for examining this thesis and giving very constructive comment, which have certainly helped to improve it.

I gratefully thank to the Rector of the State Institute for Islamic Studies of Gorontalo for allowing me to conduct the research there. Also to the English lecturers in English Department of IAIN Gorontalo and the students who have helped the researcher provided information data, for the perfection of this thesis.

My gratitude also goes to my beloved sibling, my little sister Magvira Rullu, and my little brother Abdul Fathir Rullu, who never stop asking about the completion of my study.

I am very grateful to have some close friends who always support me. The first appreciation goes to Ruslam Tonang, S.Pd. you are always a good listener for every problem I faced, especially when I had to revise this thesis and re-start over and over again. I also want to express my appreciation to my beloved big family of English Department 2015 at F class, especially for miss waty chaty, Kaka Immang, Kak Oshin, Kaka Marni, Adek Pute, Kaka Tanti, Kak Dian, Kak Ruslan, Mem Hikmah, Agus, Kak Marti, Lina, Mem Aji, Mem Cheng, Kak Fitri, Kak Rapi, Pak

Jahar, Kak Wana. Eva and Eka. Thanks for being such a great companion of my history during study in State University of Makassar.

Finally, yet importantly, I realize that this thesis still has some weakness and mistakes. Thus, I would be grateful to accept any suggestion and correction from anyone for better writing. Moreover, hope this scientific work in the form of this thesis can be contributing the research in development thinking in the field of educational environment.

May the almighty God Allah SWT always bless us.

Makassar, July 2017

The Researcher

ST. Marhana Rullu

SLANG IN THE EFL CLASSROOM INTERACTION

SLANG DALAM INTERAKSI KELAS BAHASA INGGRIS

ST. MARHANA RULLU



GRADUATE PROGRAM

STATE UNIVERSITY OF MAKASSAR

2017

SLANG IN THE EFL CLASSROOM INTERACTION

A Thesis

In a Partial Fulfillment of the Requirements for
Master Degree

Study Program
Language Education
English Education Program

Written and Submitted by
ST. MARHANA RULLU

to

GRADUATE PROGRAM
STATE UNIVERSITY OF MAKASSAR
2017

CURRICULUM VITAE



The Researcher, ST. Marhana Rullu was born on December 25th, 1991 in Banggai, Central Sulawesi. She is the first daughter from three siblings of marriage parents, Pagga Rullu and Rosna Amir. She started her study at TK Babul Khair Padangon in 1996 and graduated in 1997. In the same year, she continued her study at SDN 1 Padangon in 1997 and graduated in 2003. After that, he continued her study at SMPN 1 Masama and graduated 2006 and then continued her study in MAN Banggai 2 and graduated in 2009. In academic year 2009, she is accepted as a student in English Department of IAIN Gorontalo. She got her degree of English Department in 2013, then continued his Graduated Program in State University of Makassar in 2015. In 2017, she finished her study and got her Master degree of English Education.



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS NEGERI MAKASSAR
PROGRAM PASCASARJANA

Kampus UNM Gunung Sari Baru, Jl. Boeto Langkasa, Makassar-90222,
Telp. (0411) 830366, Telp./Fax. (0411) 855288,
Email: posca@unm.ac.id, Laman: http://ppe.unm.ac.id

Nomor : 1043/UN36.8/PL/2017
Lamp. : 1 (satu) Proposal
Perihal : Izin Penelitian

7 Februari 2017

Kepada
Yth. : Gubernur Prov. Sul - Sel
Cq. Kepala UPT P2T BKPMD Prov. Sul - Sel
di-
Makassar

Dengan hormat disampaikan bahwa mahasiswa Program Pascasarjana Universitas Negeri Makassar yang tersebut di bawah ini akan melaksanakan penelitian dalam rangka penyelesaian studi magister.

Nama : ST. Marhana Rullu
Nomor Pokok : 15001179
Program Studi : Pendidikan Bahasa
Kekhususan : Pendidikan Bahasa Inggris
Judul Penelitian :

*The use of Slang Words in the EFL Classroom Interaction at English
Department of IAIN Gorontalo*

Sehubungan dengan hal tersebut di atas, dimohon kiranya yang bersangkutan dapat diberikan izin penelitian.

Atas perhatian dan kerjasamanya yang baik diucapkan terima kasih.


Direktur
Jasruddin
NIP. 19641222 199103 1 002

Tembusan :
- Rektor UNM (sebagai laporan)
- Asdir I dan II PPs UNM
- KPS Bahasa Inggris
- Mahasiswa yang bersangkutan

Tetap Jaya dalam Tantangan



LIST OF ABBREVIATION

<i>n</i>	: Nominal
<i>interj.</i>	: Interjection
<i>tv.</i>	: Transitive
<i>exclam.</i>	: Exclamation
<i>mod.</i>	: Modifier
<i>sent.</i>	: Sentence
<i>phr.</i>	: Phrase
<i>in.</i>	: Intransitive
<i>interog.</i>	: Interrogative
<i>L</i>	: Lecturer
<i>Ss</i>	: All of Students
<i>S₁- S₁₈</i>	: First student until eighteenth student

LIST OF APPENDICES

Number		Pages
1.	Appendix A Transcription of Classroom Interaction	111
2.	Appendix B Transcription of interview	138
3.	Appendix C Permit Letters	152
4.	Appendix D Curriculum Vitae	160

LIST OF FIGURES

Figure	Page
2.1 Conceptual Framework of the Use Slang in EFL Classroom Interaction	40
2.2 Interactive Model Process of Data Analysis	47

LIST OF TABLES

Table	Page
2.1 History of Slang	19
4.1 Tabulated Data of the Use of Slang in the EFL Classroom Interaction	94
4.2 The Distribution of the Use of Slang in the EFL Classroom Interaction	98

STATEMENT OF THE THESIS ORIGINALITY

PERNYATAAN KEORISINILAN TESIS

Saya, ST. Marhana Rullu

Nomor Pokok: 15B01175

Menyatakan bahwa tesis yang berjudul *Slang in the EFL Classroom Interaction* merupakan karya asli. Seluruh ide yang ada dalam tesis ini, kecuali yang saya nyatakan sebagai kutipan, merupakan ide yang saya susun sendiri. Selain itu, tidak ada bagian dari tesis ini yang telah saya gunakan sebelumnya untuk memperoleh gelar atau sertifikat akademik.

Jika pernyataan di atas terbukti sebaliknya, maka saya bersedia menerima sanksi yang ditetapkan oleh PPs Universitas Negeri Makassar.

Tanda tangan Tanggal

TABLE OF CONTENT

TITLE PAGE	i
APPROVAL SHEET	ii
ACKNOWLEDGEMENTS	iii
STATEMENT OF THE THESIS ORIGINALITY	vi
ABSTRACT	vii
ABSTRAK	viii
TABLE OF CONTENTS	ix
LIST OF FIGURES	xi
LIST OF TABLES	xii
LIST OF APPENDICES	xiii
LIST OF ABBREVIATION	xiv
CHAPTER I INTRODUCTION	1
A. Research Background	1
B. Problem Statement and Research Question	5
C. Research Objective	6
D. Research Significance	6
E. Research Scope	7
CHAPTER II REVIEW OF RELATED LITERATURES	9
A. Previous Related Study	9
B. Pertinent Idea	13
1. Sociolinguistics	13
2. Communication	15
a. Definition of Communication	15
b. Type of Communication	15
3. Slang	17
a. The History of Slang	17
b. Definition of Slang	20

c.	Characteristic of Slang	24
d.	The Types of Slang	26
e.	The Word Formation of Slang	28
f.	The Factors Influencing the Use of Slang	33
g.	The Reason of using Slang	35
h.	Literal and Figurative Meaning of Slang	37
i.	Classroom Interaction	37
C.	Conceptual Framework	39
	CHAPTER III METHOD OF RESEARCH	41
A.	Research Design	41
B.	Operational Definition Term	41
C.	Research Subject	42
D.	Research Instrument	43
E.	Procedure of Data Collection	44
F.	Technique of Data Analysis	45
	CHAPTER IV FINDINGS AND DISCUSSION	48
A.	Findings	48
1.	Slang Types	49
2.	Factor Causing the Use of Slang	80
3.	Reasons in using Slang	86
B.	Discussions	93
	CHAPTER V CONCLUSION AND SUGGESTION	105
A.	Conclusion	105
B.	Suggestion	106
	REFERENCES	107
	APPENDICES	111

CHAPTER 1

INTRODUCTION

This chapter provides the research backgroundp, research questions, research objective, research significance, and research scope.

A. Research Background

For human being, language is the essential part in daily life. The main function of language is a tool to make interaction or communication. Communication is an activity of conveying and exchanging information among people. Communication may take verbal or nonverbal forms may be regular or irregular, may take intentional or unintentional.

Language is the people's device to interact to other people. People use language to interact with other people to express their feeling, ideas, and opinion. Furthermore, the interaction should seem in teaching and learning process in classroom. Interaction in the classroom is an essential part in teaching and learning process. Icbay (2008) argues that through interaction in the classroom, the participants share what they know, how they do what they know, what they feel, what they think and what they plan to do. The interaction in the classroom is supported by language variant, to make communication more effective, interesting and enable students enjoy the conversation.

In language variant, the speakers may choose two languages involving code switching, code mixing, and use set of variant within the same language (Fasold,

1996). Languages vary from one place to another place, from one social group to another social group, and from one situation to another situation are different.

Cases happen when somebody agrees with the language variant correlated to language selection because she or he wants more exertion to figure out the meaning. Variation indicates that not every speaker speaks same system all the period. According Akmajian, Demmers, Farmer and Harnish (1998), argue that there are some examples of language variations that are of interest to linguist such as lingua francs, pidgins, creoles, jargon, slang and taboo languages. This research focuses only on slang as a language variation.

Holmes (2001) argues that slang belong to vocabulary part. Slang is informal or casual spoken English that produced and used by people in a certain community. As the common instruction, slang does not use in the formal spoken language or writing because it is rude, humorous or shocking. However, we can face one condition which may happen is that the use of slang in communication especially in classroom. Sometimes the lecturer and the students use slang in formal situation. It would be potentially occur even though they have a good communicative competence. It would be a matter to keep using, as long as they have the reason to use the slang well, there would be new information for them.

Generally, every country has their own slang in their language. In Indonesia, slang could be found in daily conversation and most of teenagers or young people use it, such as *cupu* (old-fashioned), *nyokap* (mother), *bokap* (father), *keren* (cool), etc. In this modern area, we can find the use of slang everywhere. In

application, slang can be found in the conversation of the teenagers and young people. They give the great contribution of the forming of slang. In other words, with such a variety of language, it creates more fluent in conversation, more intimate, and it agrees with an informal situation. For example: the word *wanna* means *want to*, the word *cool* and *hot* can both mean *good looking*, *very good*, or *impressive*.

Doing the research about slang in English Foreign Language (EFL) classroom interaction would give the positive contribution for the lecturer and students. They can find easily the slang when they are watching movie or talking with native speaker or their friends and it can increase their vocabulary. Talking about slang, many students all around the world are already familiar with them. They can find the literal meaning, the morphology or word formation of slang and analysis the sociolinguistics background in every slang to understand it more deeply. Furthermore, they can get knowledge through the use of slang.

There are many researches about slang especially the use of slang widely in social life, but still few analyses about the use of slang in the classroom. Whereas knowledge about slang in educational environment need to be investigated, because it is highly expected that the lecturer and students to be attractive, polite and interesting in teaching and learning process. Considering how slang are used in EFL classroom, the researcher intends to conduct this research project, hoping that the research can find out the types of slang that the lecturer and students of English Department in IAIN Gorontalo usually use in interacting. Moreover, this

research also elaborates the factors causing the use of slang, and to investigate the reasons behind they use of slang.

This research supports some previous studies and become the additional scientific sources for the next related studies. Many research findings about slang were conducted. For example, *'popularity and familiarity of slang among ESL Students* was conducted by Firooz Namvar and Noraini Ibrahim, and *Student Slang: Linguistics Field* was elaborated by Evelyrin Ricther. What makes this research project different is the researcher adds the factor causing the use of slang and the reason behind the frequently use of slang. In addition, this research is expected to be more creative contribution to English course. Although slang is not taught in school curriculum, it does not make its existence fade away. But, it cannot be denied that slang is often used to communicate.

The researcher believes that the use of slang is not something new for the lecturer and students. So, it would be possible for conducting this kind of research, because of slang can be used for speaking and writing. Thus, the researcher needs to lay out how this research will run in order to answer the research questions. Focusing on some strength point above, the researcher was interested in elaborating a research in title "The use of slang in EFL classroom interaction at English Department of IAIN Gorontalo".

B. Problem Statement and Research Questions

Slang and expression are characterized by a high degree of informality, familiarity, and vocabulary richness. The use of slang mainly occurs in the spoken form but sometimes can be found in written form of language. This situation makes researcher belief that in EFL classroom and the use of slang are not separately. Looking that it is to seek the types of slang that usually use, the factors causing the use of slang, and the reason of using slang, the researcher would make a research in which three questions were formulated as follows:

1. What are the types of slang used by the lecturer and the students in EFL classroom interaction at Department in IAIN Gorontalo?
2. What are the factors causing the use of slang by the lecturer and the students in EFL classroom interaction at English Department in IAIN Gorontalo?
3. What are the reasons of the lecturer and the students at English Department of IAIN Gorontalo for using slang in EFL classroom interaction?

C. Research Objectives

In accordance with the research questions above, the objectives of the research are stated as follows:

1. To explore the types of slang used by the lecturer and the students in EFL classroom interaction at English Department of IAIN.
2. To find out the factors causing the use of slang by the lecturer and the students in EFL classroom interaction at English Department in IAIN Gorontalo
3. To investigate the reasons of the lecturer and the students in EFL classroom interaction at English Department of IAIN Gorontalo for using slang.

D. Research Significances

In general point of views, this research deals with two significances. They are: (1) theoretical significance, (2) practical significance. The significances of this research are as follows:

1. Theoretical significance

Theoretically, this research was expected to provide useful information or reliable reference for lecturer and students in order to be used for enhancing information about slang. In addition, these finding of this research were expected to give contributions to other researchers who wants to investigate further problem studied.

2. Practical significance

Practically, this research is important for lecturer and students as an input on the use of slang for interacting or communicating, so that will be effective and meaningful.

E. Research Scope

Generally, this research deals with three scopes. They are: (1) by disciplines, (2) by content, and (3) by activity. The scope of this research as follows:

This research, by discipline concerns with the study of sociolinguistics. It is specified to the use of slang in the EFL classroom interaction at English Department of IAIN Gorontalo.

By content, this research emphasized five types of slang based on Allan and Burridge's theory they are: *fresh and creative, compounding, imitative, acronym, and clipping*. Moreover, to be more focus on this research, the researcher focused on the use of slang in spoken language and the use of slang in English. This research focused to find out: the types of slang commonly used by lecturer and students, the factors causing the use of slang in EFL classroom interaction, and the lecturer and students' reason in using slang. In addition, the researcher used *NTC's Dictionary American Slang and Colloquial Expression* by Spears (2000) to find out the meaning of slang that is produced by the lecturer and the students.

By activity, the researcher observed the classroom activity and interview the lecturer and students. The researcher examined the slang used by the lecturer and students in the classroom considering to Allan and Burrudger's theory of the type of slang. The researcher also examined the factors causing the use of slang by the lecturer and the students in the classroom interaction by considering to Mahmud's study of factors influencing style in communication, they are: social status, age, gender, social distance or familiarity and situation. Moreover, the reasons the lecturer and students use slang in classroom interaction are also examined in this research.

CHAPTER II

REVIEW OF RELATED LITERATURES

This chapter covers previous related studies, pertinent ideas and conceptual framework that support this study.

A. Previous Related Study

There are some previous studies that the researcher found which related to this research. The previous related will be described as follow as:

Richter (2006) conducted a research entitled “*Student Slang at Indian Institute of Technology Madras: A Linguistic Field Study in India*”. She has used the descriptive method and used interviews and questionnaires to collect the data. The subjects of the study consist of Indian students on a University. She investigated the influences of slang on society. She also investigated the specific slang expressions used by Indians students on University. All the slangs were used by Indian students. The slang expressions have been classified according to their etymological origin and according to the situational context in which the students are used. The findings of the study showed that the students mostly know and use shorting (abbreviation). Besides, acronym is the second most common kind of slang used by students.

Firooz and Ibrahim (2014) investigated a research “*Popularity and Familiarity of Slang among ESL Students in University Kebangsaan Malaysia*”. The aim of this study was to show that whether Malaysian youth use Slang in

their language. The two major objectives were illustrate to what degree Malaysian youth are familiar with slang and to examine what kind of slang they use more in compare with other kinds of slang. The respondents for the study were 60 final semester Bachelor of English Language at UPM. The 60 respondents comprised both male and female students. The data obtained from the study was coded and analyzed using the Statistical Package for Social Sciences (SPSS). The analysis of data showed that the internet slang, abbreviations slang and movie slang are used frequently by youth. The result of this study showed that undergraduate students are familiar with the popular slang. It seems that they are familiar with these sorts of slang.

Shahraki (2010) elaborated their study entitled “*Check This One Out: Analyzing Slang Use among Iranian Male and Female Teenagers*”. The work presented in this study aims to investigate the effect of age and sex on variability of slang use. Sixty participants were chosen non-randomly from among primary school, high school (lower and higher), and undergraduate students, and then were divided into three age groups. Each age group consisted of ten males and ten females. The researcher intentionally chose participants from these three levels of education because of seeking slang use among children, teenagers, and adults. A self-made questionnaire in the form of Discourse Completion Test (DCT) was used in this study, which described nine situation of friendly conversations was given to the participants. The slang and expressions used in the questionnaire were searched for and collected by examining natural data such as listening to the

teenagers' conversations with their peers and tape recording that the use in their conversations. In this study, the results of the chi-square test indicate that slang use among high school students is more frequent as compared with other age groups. Unlike the popular belief suggesting that slang is used by boys rather than girls, the finding suggested that young Iranians both male and female use slang as badge of identity showing their attachment to the social group they wish to be identified them.

Fabjancic (2010) elaborated a study "*Slang as Social Phenomenon and The Issue of Capturing It in Dictionaries*". This study discussed slang language from two perspectives. The researcher first looks at how slang functions in society, its essential role of either including or excluding an individual from their closest social environment. The subject of the research was adolescent in social network. Besides the more sociologically oriented aspects of slang language, the research also pays attention to a linguistic phenomenon frequently occurring in the slang that is lexicalization of lexical items. In addition, the research places slang into the wider scope of language. Further on, the research deals with how slang and offensive expressions are dealt with in dictionaries be they monolingual or bilingual.

Ranjan Pan and Saha (2013) illustrated their *study on "detection of slang in e-data using semi supervised learning"*. They investigated this research in Jadavpur University (India). The subject of this research was students of Engineering and management. In collecting data, they used the proposed

algorithmic deals with finding the sense of a word in an electronic data. This approach detects those abusive words using supervised learning procedure. This algorithm detects the barely appeared slang, different abbreviated forms of slang and suspicious words from e-text, which is used in any open medium.

Wydiasari (2011), in her research entitled “*Word Formation process in Slang in the Indonesia Teenagers’ Novel*” is a case study of Indonesian words used in *Lupus* novel. In her study, she used Simak Bebas Lipat Cakap (SLBC) technique by Arikunto in collecting data and Agih method by Sudayono in analyzing the data. While as the main theory, she took ten categories of word formation processes by Hatch and Brown to categorize the data. From her study, she found that there are eight strategies of word formation process, which are undergone by Indonesian slang used in *Lupus* novel. They are Borrowing, coinage, compounding, initialization and acronym, blending, clipping, inflection, and derivation. Based on the findings, there are 125 slang that are used in *Lupus* novel. She found that the process borrowing is the most common process that is used.

Previous research findings have shown many phenomena in use slang between teenagers or young people with another teenager in terms of their conversation. In this research, the researcher underlines some research similarities and differences to the previous related study. Some previous related studies have their own uniqueness in conducting their research, likewise the present study is considered to see one important aspects in linguistics field of study especially

sociolinguistics. Both this research and the previous related studies highlight have the same aspects to be focused. Some problems related with what types or kinds slang that usually used by people. That is why this research conducts to reach any aspects in slang. In addition, the factors causing the use of slang and also the reasons behind the use of slang will be the concern of this research.

Mostly, those previous related studies were conducted in written form of the use of slang, meanwhile the present study will be conducted in spoken form in interacting in the classroom, which analyzed through discourse analysis.

B. Pertinent ideas

1. Sociolinguistics

Conducting fieldwork to obtain data for sociolinguistic study is at the same time one of the most challenging and most rewarding aspects of sociolinguistics investigation. Coupland (2007) argues that sociolinguistics refer to studying language ‘in society’ or language ‘in its social context’. Other definition focuses on studying linguistic diversity or language variation. In addition, most people would agree that using language is not separately social process, sociolinguistic needed to make a case for observing language as it is used in everyday life and for not relying on fabricated instance of language.

Meanwhile, Chaika (1994) argues sociolinguistics as the discipline studying how people use language in their communicating or interaction. It is also related to something which is apparently unimportant thing. For instance are how

people talk differently in the street or in the classroom, and what people do when they talk or how they signal when they are listening.

Furthermore, sociolinguistics is the study of the characteristics of language varieties, their functions, and their speakers as these three constantly interact, change and change one another within a speech community (Fishman, 1972). It is concerned with the relationship between language and the context in which it is used. The study of language in operation, its purpose is to investigate how the conventions of the language use relate to other aspects of social behavior.

Sociolinguistics is interested in explaining why people speak differently in different social context. Moreover, the effect of social factors such as (social distance, social status, age, gender, class) on language varieties (dialects, registers, genres, etc.), and they are concerned with identifying the social function of language and the way they are used to convey social meanings. The focuses of sociolinguistic based on Holmes (2001) are investigating the relationship of language and society, focus on language use, social context such as topic, people interacted, and social background. Meanwhile, according to Hymes (2010), the scopes of sociolinguistics are social identity of speaker, social identity of listener, social context of speech event, synchronic and diachronic analysis, and language variety.

2. Communication

a. Definition of Communication

Communication is very essential function to manage any organization whether it is small or large. In other words, nothing happens in management until communication takes place.

According to Wood (2004), communication is “a systemic process in which individuals interact with and through symbols to create and interpret meanings”. Another definition comes from Findlay (1998), who argues that communication refers generally to the process by which information sometimes simple stimulus is received by an organism or organism. At its most basic levels, communication involves the sending and receiving information. In other hand, the discipline of communication focuses on how people use message to generate meanings within and across various context, cultures, channels and media.

b. Type of communication

There are two types of communication, including: verbal communication involving oral communication a message is listened to understand the sense of an utterance spoken by the speaker, and written communication in which a message is read. In oral communication, there are two ways to convey information. They are formal communication and informal communication. Nonverbal communication involves observing a

person and inferring meaning. The explanation about verbal and nonverbal communication will be described below:

1. Verbal communication

Krauss (2002), communication systems use two kinds of signals: *signs* and *symbols*. Signs are signals that are causally related to the message they convey. On the other hand, symbols are products of social conventions. Verbal communication is about language, both written and spoken. In general, verbal communication refers to our use of words while nonverbal communication that occurs through means other than words, such as gesture and body language. The message is then conveyed to the audience in either spoken or written form.

a) Oral communication

In oral communication, communication is influenced by pitch, volume, speed and clarity of speaking. Spoken words are used in oral communication. In conveying message, there are two ways that can be used. They are formal communication and informal communication.

- 1) Formal communication refers to official communication which takes place through a chain of commands. It flows through formally established channels and is concerned with work related matters.
- 2) Informal communication, most oral communication in the workplace is informal, and includes conversations and meetings. We communicate informally most of the time. That way, there are some

advantages using informal communication, such as fast and effective communication, free environment, better human relations, easy solution of the difficult problems, satisfying the social needs of the workers (Wikipedia).

b) Written communication

In written communication, written signs or symbols are used to communicate. A written message may be printed or hand written. In written communication message can be transmitted via email, letter, report, memo, etc.

2. Nonverbal communication

Nonverbal communication is the sending or receiving of wordless messages or communication other than oral and written, such as gesture, body language, posture, tone of voice or facial expressions, is called nonverbal communication. In other words, nonverbal communication is all about the body language of speaker.

3. Slang

a. The History of Slang

Slang has been introduced since sixteenth century (Allan and Burridge, 2006), it is used to change the inelegant statement of being associated with foreigner or criminals, some people use it to make jokes and to keep the secret of the word's meaning and also because some people want another languages besides the Standard English to express ideas.

Furthermore, slang originally denoted to the restricted speech of the low and often correlated with the criminal classes of society. Allan and Burridge (2006) stated that many slang becomes words and expressions that used frequently in American public nowadays. However, slang consider inappropriate for formal use by the majority.

To know about the history of slang the researcher would like to propose it based on decade, characteristics, examples and meaning. From Random House Historical Dictionary of American Slang, and the from the book “Slang Today and Yesterday” by Eric Partridge (1945), there are five decades of slang history and each of them has different characteristic. It started from sixteenth, seventeenth, eighteenth, nineteenth, and twentieth century. Below are some further explanations about the history of slang:

Table 2.1
The History of Slang

No	Decades	Characteristic	Examples	Meanings
1.	Sixteenth Century	Slang is only used of particular group. For instance, criminal, thieves, beggar.	<i>Particos, Doxies, Priggers.</i>	Strolling, Beggars' trills, Thieves.
2.	Seventeenth Century	Slang is rich of figurative and related to immoral action.	<i>Clap, Crimp, Buzzard, A pun.</i>	Clatter, A game of card, A simpleton, Circling boy.
3.	Eighteen Century	Slang mostly used in comedy	<i>Melt, Tip, Whiter-Go-Ye.</i>	To spend, To give or lead, A wife.
4.	Nineteenth Century	Slang rapidly grow, it is used for conversation in society.	<i>Bus, Burra, Burke, Burry a Moll.</i>	A public carriage, A great man, To kill, To run away a Mistress.
5.	Twentieth Century	Slang becomes a part of spoken language not only used by criminal but also ordinary people.	<i>big mouth, guys, big man.</i>	Talk too much, friend, the important person.

Claire (1990) argued that for the first time, slang appeared in the middle of century used by criminals. He argued that in the 16 century, there was slang called *cant* that is used by criminals. This language came from Romanian and had relation with France. Over time, people did not think that

slang is criminal language again (Claire: 1990). It means that, slang can be understood and can be used by all people.

In history of slang, it can be seen that slang develop and change rapidly in every single decade. Early slang is only used by criminals but today slang is used by everyone wants to create something different and fresh. Willis in Awasilah (1985) said that for the most part, slang is result of linguistic inventiveness, especially of young and lively persons who want fresh or racy term with which they can rename ideas, action, and objects that they feel strongly about.

b. Definition of Slang

Slang is one of language variant that occurs in society. Some linguists define slang as follows:

There are four definitions of slang from prominent dictionaries in Michael Adams' book (2009). They are will be described below:

Encarta World English Dictionary: 1. Very casual speech or writing words, expressions, and uses that are casual, vivid, racy, or playful replacement for standard ones, are often short lived, and are usually considered unsuitable for formal context. 2. Language of an exclusive group, a form of language used by particular group of people, often deliberately created and used to exclude people outside the group.

American Heritage College Dictionary, 4th edition: 1. A kind of language, occurring in casual in casual and playful; speech, made up of short

lived coinages and figures of speech deliberately used in place of standard terms for effects such as raciness, humor, or irreverence, 2. Language peculiar to group, argot or jargon.

Merriam Webster Collegiate Dictionary, 11th edition: 1: language peculiar to a particular group: as a: argot b: jargon, 2: an informal nonstandard vocabulary composed typically of coinage, arbitrarily changed words, and extravagant, forced, or facetious figures of speech.

New Oxford American Dictionary, 2nd edition: a type of language that consist of words and phrases are regarded as very informal, are more common in speech than writing, and are typically restricted to a particular content or group of people.

Maitland (2010) in *The American Slang Dictionary*, slang is the language, which though unrecognized in dictionaries, is in common daily use not only among the vulgar but in every branch of life. Originally, slang meant the secret language of the English. It means, slang is something that everybody can recognize but nobody can define

Slang is nonstandard English that has experienced adaptation and extension of the meaning aspects. Slang consists of existing vocabulary, but sometimes it consists of new words. On the other hand, slang used not only represent excitement, jokes but also be used by person in every grade in life. The uniqueness of slang, it changes like fashion, when it is trend, everyone will use it. Slang refers to speech expressions used by a speech community

(teenagers, criminals, etc.) that wishes to show its attachment to a favorable social identity, a use which is not often approved of by other social group (Shahraki and Rasekh, 2011). It is a style of use that is not acceptable in situations outside the group and is unfavorable to the general population.

One particular type of slang is the teenage slang, a language style used by adolescents or in other words a generation specific use of language. An important function of this type of slang is to create an identity which is distinct from the general adult world. Adolescents usually make themselves distinct from children and adults by using a style of language which demonstrates their belonging to their distinction from other age group (Chambers, 1995). Teenagers usually do not use such expressions in their interactions with other generations whom they generally claim to be outsiders and do not approve of their use. Teenage slang changes rapidly because people are teenagers for a limited period of time, when adults, they become outsiders and gradually forget the group words and the developments happening in the course of time to the old expressions and meanings.

Hotten in Green (2001) stated, “that slang represents the evanescent, vulgar language, ever changing with fashion and taste, spoken by person in every grade of life, rich and poor, honest and dishonest. Slang is the language in form a desire to appear familiar with life, gaiety, town-humor, and with the transient nick names and street jokes of the day. Slang is language of street humor, of fast, high, and low life. Slang is as old as speech and congregating

together of the people in cities. It is the result of crowding, excitement, and artificial life". Moreover, slang used not only excitement, jokes but also be used person in every grade of life. The uniqueness of slang, it changes like a fashion, when it is trend, everyone will use it.

While according to Claire (1990) slang is term that is used by people in social situation where they feel comfortable with their friends. Slang is usually used in non-formal situation. It can make a conversation becomes more intimate. Slang term is used in almost all oral language and usually used to express people's feelings and creativities.

The last definition of slang which shall be discussed in this research is the one of Eble (1996) provides in her book *Slang and Sociability: In-Group Language among College Students*. Eble argued that slang is an ever changing set of colloquial words and phrases that speakers use to establish or reinforce identity with a trend or fashion in life. The existence of vocabulary of this sort within a language is possibly as old as language itself, for slang seems to be part of any language used in ordinary people in interacting.

Based on those definitions above, the researcher knows that every linguist has different perspective about the meaning of slang. However, the researcher is able to conclude that slang represents casual spoken language that consists of words or phrase that are used by all people related to informal conversations and used in informal situation.

c. Characteristic of Slang

Anderson and Trudgill (1990) published his book *Bad language*, they argued that an expression should be considered “true slang”. In a nutshell, in their book shall enumerated here: a) Slang is language use below the neutral stylistic level, b) slang is typical for informal situations, c) slang is typical for spoken language, d) slang is found in word, not in grammar, e) slang is not dialect, f) slang is not swearing, g) slang is not register, h) slang is creative, i) slang is often short lived, j) slang is often conscious, k) slang is group related, l) slang is ancient.

Like Anderson and Trudgill, Eble (1996) also described various other characteristic of slang. She said for example that “slang is ephemeral” and that “slang is also not ‘improper’ grammatical construction”. Moreover, she argued that “slang is also not geographically restricted vocabulary”. She clearly point out that “slang is largely colloquial, but not all colloquial expressions are slang.

Furthermore, according to Spolsky (2001) there are some characteristic of slang:

1. Slang is a kind of jargon marked by its rejection of formal rules. It is comparative freshness and its common ephemeralit and its marked use to claim solidarity,
2. Slang regularly transgresses other social norms, making free use of taboo expression.

3. Slang arises as vocabulary which is used by a particular social group with specific purpose, for example as a device for familiarizing a conversation.
4. Slang comes in the form of new words with new meaning or old words with new meaning.

The fact that slang does enter the common language is one thing. It signals formal meanings in an informal way, and it may also symbolize a whole range of beliefs and/or attitudes of a subculture. Concrete abstractions such as these involve the user of the slang, the listener to the slang, and the linguistic target of the designation itself, in a specific cultural frame or reference. That is to say sociological properties are derived from slang's multiple nature and its function. As E. Mattiolo (2008) offers they can be classified into two groups with respect to either the speaker or the hearer, refer to four characteristics of speaker with regard to appropriate sociological properties. Four characteristics are:

1. As a member of a particular group (group-restriction, individuality, secrecy, privacy, culture-restriction, prestige).
2. As a person with a concrete occupation or activity (subject-restriction, technicality).
3. As a person of low cultural status using bad language (informality, debasement, vulgarity, obscenity).
4. As an individual of a certain age or generation from a certain regional area (time-restriction, ephemerality, localism).

Furthermore, E Mattiolo (2008) explains the importance and frequency of sociological properties used in slang vary from the linguist' different point of view. Thus, most of the properties are not considered so much crucial and it may happen that they are not even mentioned in some linguistic studies on slang.

d. The Type of Slang

Allan and Burridge (2006) confirm that there are five different slang types. The explanation of slang type will be explained as follows:

1. Fresh and creative

Fresh and creative mean that slang language has totally new vocabulary, informal variety, cleverness, imagination, and it also can be an up to date words. Some words which are already familiar out mind possibly will be slang as we do not realize it. The reasons why those slang become familiar in our mind because those slang appear in long time ago since slang are already appeared. The example is the slang word *awesome*. *Awesome* (adj) used that we think something is wonderful or amazing.

- My friends Hanna is an *awesome* single lady. You guys would be perfect each other.

2. Compounding

Compounding means that slang language made by two words or more in which the words composed not correlated with denotative meaning. The example is *big gun*. It means a powerful person.

- The president brought two *big guns* to the meeting.

3. Imitative

Imitative means that the slang word imitating or derived from the Standard English Word, using the Standard English words in different meaning or combining two different words. The example is *gonna*. This is the slang word that derived from the phrase words “going to”. The slang word “gonna” is commonly used by almost all of the people in the world.

- I’m *gonna* call you tomorrow.

4. Acronym

Acronym is the type of slang constructed by the result of words from the first letters of each word in a phrase or this type is made by the initials from a group of words or syllables. The example is LOL, used as internet shorthand to mean “laughing out loud”, found in US around 1991.

5. Clipping

Clipping type is one of variety of slang made by deleting of some parts of longer word become a shorter form in the same meaning. The

example is the use of word “exam” to mean “examination”. The words which commonly used can be clipped into shorter form. In addition, clipping form is not appropriate to use in formal conversation.

- I will prepare my *exam* next week.

e. The Word Formations of Slang

In linguistics, word formation processes are the linguistic of creating new word or terms. The processes might be from the old words to the new uses without change the meaning or it may create completely new words. Based on Yule’s theory (2006), there are some ways of creating new words, there are Coinage, Compounding, Clipping, Blending, Borrowing, Back formation, Conversion, Derivation, Acronyms, Multiple processes, Affixes.

1. Coinage

Coinage is the invention of totally a new word in which that new word is created either deliberately or accidentally and invented in the names of company’s product. In this case, the typical process of coinage usually adopts the brand names of a product as common words. The examples are: *aspirin* (headache medicine), *Yamaha* (motorcycle).

2. Compounding

Compounding is the process of combining two or more words together to form a new complex word. For example:

a) noun + noun

The examples are: 1) jungle juice: juice mixed with alcohol (*don't drink that jungle juice, you'll be sick*). 2) bird class : easy class (*my classes are so hard this semester, except for literature – what a bird class that is!*), 3) couch potato: lazy person (*man, you are such a couch potato!*).

b) noun + noun derived from verb by suffix-er

The examples are: 1) mountain climber: a person high induced by drugs. 2) tree huggers: an environmentalist.

c) verb + noun

The example are: 1) take sides: to feel strongly about one side of the argument and act on that feeling (*I don't want to take sides in this argument, you have to work it out yourselves!*). 2) Breakneck: rapid, dangerous (*it was such a breakneck situation that I was so frightened!*)

d) adjective + noun

For example are: 1) big mouth: person who talks too much (*my friend is such a big mouth! I told him my secret and he told everyone to know*), 2) low-key: quite night of friend (*I spent a low key night with my friend. We played the cards*), 3) big time: to a superlative degree, bloody paper, red marked paper (*I got my test from teacher, it was completely bloody!*).

3. Clipping

Clipping occurs when a word has more than one syllable and then that word clipped into one syllable or becomes a shorter form in the same meaning. For example: *Lab* (laboratory), *Exam* (examination), *Math* (mathematic), *Gym* (gymnasium), *Flu* (influenza), etc.

4. Blending

A blend is the result from specific type of compounding, where several words used into one in order to generate a new word. However, blending is typically accomplished by taking only the beginning of one word and joining it to the end of another word. The example are: *Motel* (Motor + hotel), *infotainment* (information + entertainment), *smog* (smoke + fog), *brunch* (breakfast and lunch), etc.

5. Borrowing

This word formation means that the slang word is taken from another language because the creation of slang is not limited with the speaker's or researcher's own language. English has adopted a huge number of loan words from other language. For example: Italy (pizza, spaghetti, corridor), Latin (strata, data, focus), France (machine, technique, attaché), Persian (coffee, tulip, caravan).

6. Back formation

Back formation is the process of forming a word in the different part of speech. Typically, a word of one type (usually a noun) is reduced

to form another word of a different type (usually a verb). Back formation is the process by which new words are formed by the deletion of a supposed affix from already existing word for instance: Edit (editor), Emote (emotion), Donate (donation), etc.

7. Conversion

Conversion is the process of changing the grammatical function of a word without changing its form, for example is when a noun comes to be used as a verb in a conversation. For example is the noun *chair*, it can be verb in this sentence “someone has to chair the meeting”. In this case, the noun *chair* change its grammatical function from noun to verb without changes its form.

8. Derivation

Derivation is also known as affixation. It is the word formation process in which a derivational affix attaches to the base form of a word to create new word. Affixes are bound morphemes that cannot stand alone but must attach to another morpheme such as a word. There are three kinds of affixes which can be attached to the word.

- a) The affixes, which are put in front of the word, are called prefixes. For example: *un-*, *mis-*, *pre-*, which appear in the words like unhappy, miscommunication, prejudge.
- b) The affixes, which are put in the end of the words, are called suffixes. For example: *-ness*, *-ful*, *-less*, *-ism*, *-ish* which appear

in the words like happiness, useful, careless, terrorism, and boyish.

- c) The affixes which are put inside the word are called infixes. This type is not normally used in English, but found in some other languages. For example: *unfuckinbelievable!*, *hallelbloodylujah!*.

9. Acronyms

Acronyms are new words formed from the initial letters of a set of other words. Some examples of taking the initial sounds are: *OMG* (Oh My God), *ASAP* (As Soon As Possible), *ATM* (Automatic Teller Machine), *BTW* (By The Way), etc.

10. Multiple processes

Multiple processes happen when some new words made through more than one formation process. For example, the term *deli* seems to have become a common American English expressions via a process of first borrowing *delicatessen* (from German), and then clipping that borrowed form. If someone says that *problems with the project have snowballed*, the final word can be analyzed as an example of compounding in which *snow* and *ball* were combined to form the noun *snowball*. As the result the terms *deli* and *snowball* are called as multiple processes.

f. The Factors Influencing the Use of Slang

As Holmes (1992) stated that people in a society might speak some varieties of language in accordance to different social climates they meet. It is true that people should know whether they are in informal and formal situation. When people speak, they should understand well about situation around. It is important in choosing appropriate language that will be used, formal style or non- formal one. The use of slang language can be affected by some social factors such as age, gender, status, etc. Slang is another area of vocabulary, which reflects a person's age (Holmes: 2001).

Because most people are individuals who desire uniqueness, it stand to factor that slang has been in existence for as long as language has been in existence (Alba Lulia, 1989). In addition, Slang refers to speech expressions used by a speech community that wishes to show its attachment to a favorable social identity; a usage which is not often approved of by other social groups. It is a style of usage that is not acceptable in situations outside the group and is unfavorable to the general population.

Hudson (2000) believes that slang starts out as clever alternative ways of saying things which could otherwise be expressed in polite ways. On the other hand, Allan and Burridge (2009) argue that the politeness of this category of language is wedded to context, time and place. It has even been stated by Brown and Levinson (1978) that the use of slang (known as in-

group language) is a positive politeness strategy that shows high involvement in a particular group.

From the statements above, the researcher concluded that the use of slang is closely related with politeness. Therefore, to know the factors that influence the use of slang, I refer to the theory proposed by Mahmud (2013) to know what factors influence the use of slang in communicating.

According to Mahmud (2013), there are some factors influencing style in communication, such as social status, age, gender, degree of familiarity and situation. The first factor is social status. Richard and Schmidt (2010) define status as higher, lower or equal position, particularly in regard to prestige, power, and social class. The status of people, when they are communicating in speech or writing is also important as it may affect the speech style they use to each other. In other words, the speech and treatment of people will be different between the people in same status with higher or lower status.

The second factor is age. Mizutani and Mizutani in Mahmud (2013) state that differences in age will influence the formality of speakers and hence the degree of politeness. It has become a rule in Japan that older people talk in a familiar way toward younger people, and younger people talk politely to older people. In contrast, people of the same age commonly use familiar speech style in conversation.

The third factor relating to differences in communicative styles is gender (Mahmud, 2013). Based on the idea that men and women are different

in their speaking especially in politeness. Women talk more than men, talk too much, are more polite, are indecisive/hesitant, complain and nag, ask more questions, support each other, are more cooperative than man.

Furthermore, the fourth aspect is social distance or degree of familiarity. Social distance as the extent to which individuals share beliefs, customs, practice, appearances, and other characteristics that define their identity (Akerlof in Suzila and Yusri, 2012). Moreover, the ways of people in speaking determined by how familiar a person to interlocutors. The more distant the interlocutors are, the more polite they are likely to talk. Conversely, the more familiar they are, the less polite they talk, marked by very familiar language and less polite expressions.

Finally, the last aspect is situation. In formal situation, people will talk politely whereas in informal situations. Speakers tend to use a more familiar style or less polite of speech. Furthermore, people also change their style of speech depending on the situation, even when talking with the same person but in different situation.

g. The Reason of Using Slang

There are some reason why people use slang in communicating, such as slang can represent the certain sub social group's identity, because it is cool, it seems like a fashion when everybody likes it, and it will be often used by people. The slang usually accepted by young people, by the young in heart as well as by the young in years, just for fun of thing. According to the British

lexicographer, Eric Partridge (1954) gives the reason why people use slang.

People use slang for of at least fifteen reasons:

1. In sheer high spirit, by the young people in heart as well as by the young in year, “just for fun of the thing”, in playfulness.
2. For delights in virtuosity.
3. To be different, to be novel.
4. To be picturesque, this could be found from songs or poems.
5. To be unmistakably arresting, even startling.
6. To escape from clichés, or to be brief and concise.
7. To enrich the language by inventing new words.
8. To lend an air of solidity, concreteness, to the abstracts of earthiness to the idealistic, of immediacy and oppositeness to the remote.
9. To reduce seriousness of a conversation.
10. To amuse superior public, this can be seen by the slang that children use towards their parents.
11. For ease of social intercourse.
12. To induce either friendliness.
13. To show that one belongs to a certain group.
14. To show or prove that someone does not belong to a certain group.
15. To be secret, not understood by those around one (children, students, lovers, members of political, are the chief exponents).

h. Literal and Figurative Meaning of Slang

Literal and figurative meaning is dissimilarity within some fields for analyzing language. Literal language uses words directly according to their proper meanings. Meanwhile, figurative language refers to words, and groups of words, that exaggerate or alter the usual meanings of the component words. In addition, literal meaning is clearly defined meaning of a word. So, it describes the truth or the real conditions of the propositions expressed whereas, figurative meaning is suggestive or implied meaning of a word. Furthermore, literal meaning means exactly what it says but figurative meaning is something different to what it says on the surface.

In this study, the literal meaning of slang that found were described based on the English Dictionary and the figurative meanings were described based on American Slang Dictionary. The meanings that explained were not only meaning based on the dictionaries, but also meanings in whole context of the sentence, situation and the participants and their relationship each other in communication.

4. Classroom interaction

Richards and Schmidt (2010) define interaction as the way in which a language is used by interlocutors. Wikipedia (2014) defines interaction as a kind of action that occurs as two more objects have an effect upon one another. So, it can be conclude that interaction is the way used by people or things to communicate each other.

Interaction has a similar meaning in the classroom. Classroom interaction might be define as a two way process between the participant in the learning process, the teacher influences the learners and vice versa (Dagarin:2004). Furthermore, Dagarin (2004:129) states one thing that makes the classroom different from any other social situation is that has a primary pedagogic purpose. Teacher spend a lot of time talking, lecturing, asking questions, giving instructions and so on.

Talk about role in classroom interaction, Icbay (2008) state that classroom interaction is considered to be one of the sole platforms where any reality about any classroom phenomena is nstructed, shared, and made meaningful both to the participants and to the outsiders who take interest in what happens in the classroom.

Related to classroom interaction in foreign language, Hall and Verlaetse in Consolo (2006) state that the role of interaction in additional language learning is important. It is in their interactions with each other that teachers and students work together to create the intellectual and practical activities that shape both the form and the content of the target language as well as the processes and outcomes of individual development.

C. Conceptual Framework

The objective of this research is to explore about the use of slang in EFL classroom interaction, the types of slang commonly used by lecturer and students, the factors causing the use of slang, and the reason of lecturer and students for using slang.

To make the concepts or theory of Slang briefly and clear enough, the researcher formulated the conceptual framework of slang in EFL classroom interaction.

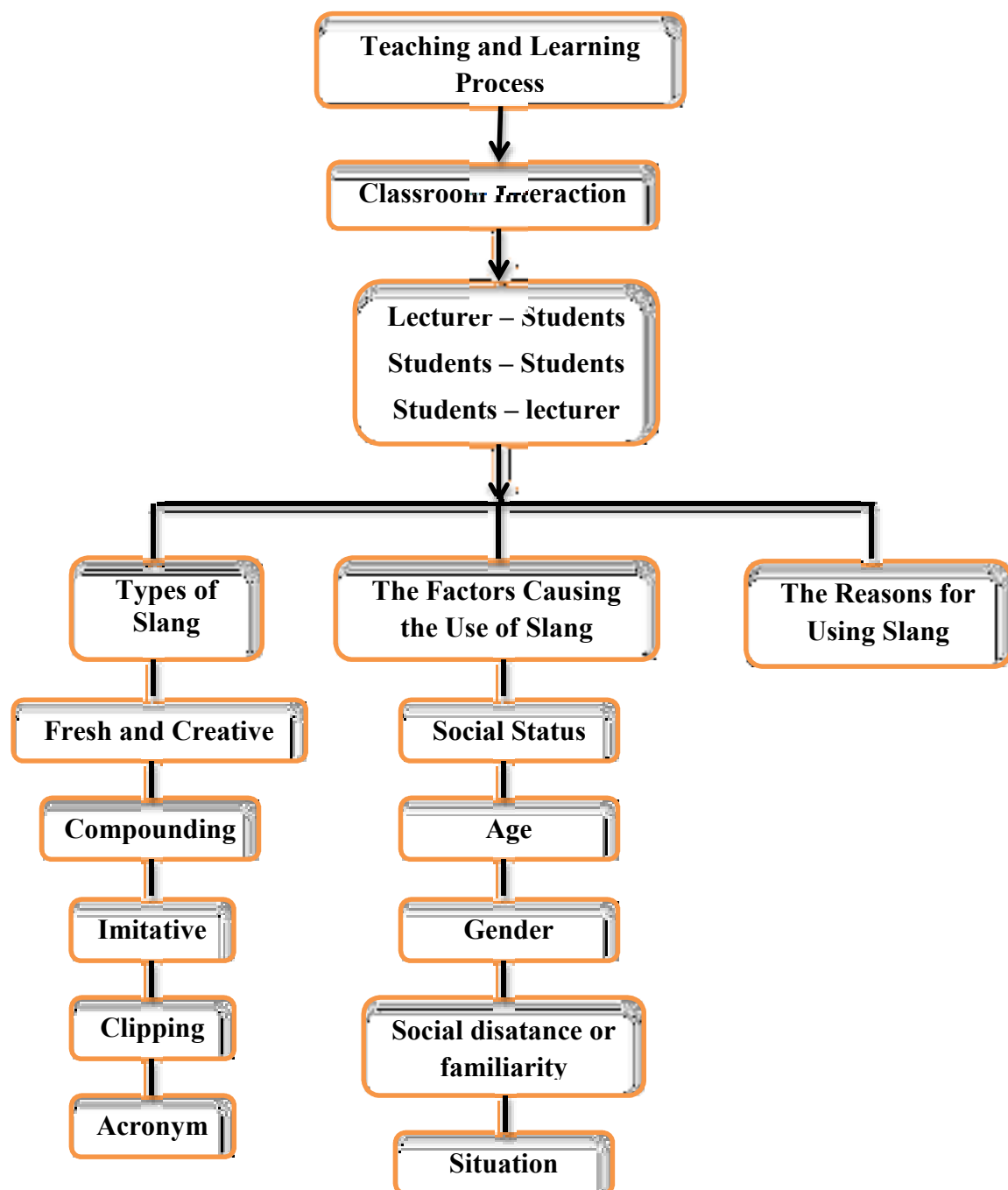


Figure 2.1: The conceptual framework to analysis of Slang

CHAPTER III

RESEARCH METHOD

This chapter provides main information about how the research conducted. The information deals with the research design, operational definition term, research subject, instrument of research, procedure of data collection, and technique of data analysis. All those the parts are explained in detail below:

A. Research Design

In this research, the researcher used qualitative research design. Qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual data in order to gain insight into a particular phenomenon of interest. It used to uncover trends in thought and opinions, and dive deeper into the problem. By this design, the researcher employed the method to collect the data from the lecturer and students of English department of IAIN Gorontalo. Furthermore, the researcher analyzed and interpreted the data, which are suitable with the purpose of this research in order to get the description about the types of slang, the factors causing the use of slang, and the reasons for using slang.

B. Operational Definition Terms

To obtain a good understanding to this study, it is important to give definition of terms related to this research. The terms are as follows:

1. Slang represents casual spoken language that consists of words, phrase and sentence that are used by the lecturer and the students in the classroom interaction.
2. Classroom interaction is the process of communication between students and lecturer in the classroom while teaching and learning process.

C. Research Subject

This research obtained a purposive sampling, the researcher selected a participant according to the needs of the study. In this case, the participants of the research were the one lecturer and the fourth semester students of English department in IAIN Gorontalo. The fourth semester consist of three classes, A, B, and C. However, the researcher took one class of them, namely class A that consists of twenty seven students. The researcher observed and investigated deeply all the conversation do by the lecturer and the students. In addition, the researcher took speaking 4 subject in English department because this subject is interacted between lecturer and students, students and lecturer which very potential to find them preference towards the use of slang in their communication. Moreover, the students of this class is selected as research participants because it is recommended by the lecturers from the English department to be explored since they consider that the students of this class can produce English speaking better than the other classes. It was proved by their final scores which were higher than other classes.

D. Research Instruments

In this part, the research explained about how the researcher determined the right method to collect the data with is to manage the instrument. Instrument is important things to do in research. In managing the instrument to collect the data should be seriously handled to get the accurate result.

In this research, the researcher used observation and interview as instruments for collecting the data. All the instruments are explained in detail below:

1. Observation

Observation was conducted to get the data in the classroom interaction. In conducting observation, the researcher used video recorder to record the conversation of lecturer and students to identify the occurrence of slang in EFL classroom interaction. In order to get the clear description the recordings are taken four meetings within 90 minutes (1 meeting) for each of the teaching and learning performance.

2. Interview

Interview is purposeful interaction in which one person is trying to obtain information or data from observation. In this research, interview was conducted to get some important information from the lecturer and the students related to slang that used in interacting. The offering interview, the researcher obtained information from them to clarify and to support the data from observation. The interview will be conducted in-group.

E. Procedure of Data Collection

In collecting the data, the researcher used classroom observation, and interviewed the lecturer and the students. To access the data, the researcher considered the following procedure:

1. Observation

In observation, the researcher obtained data by simple watching the participants. Observation was conducted to get the data about the types of slang used by lecturer and students. The researcher attended the class to observe the teaching and learning process. The researcher also recorded all the conversation between the lecturer and the students during four meetings through video recorder. After recording the data, the researcher then transcribed the conversation in the classroom into written form to be analyzed. Thus, this kind of data collection procedure was assumed necessary to have in answering the first research question.

2. Interview

The other instrument that was used was interview. Interviewing is an important way for a researcher to check the accuracy the impressions she/he has gained through observation. The interview was conducted after the observation in classroom. In this session, the researcher provided some items to ask in interview. In other word the researcher made some probing questions in interview concerning the goal of this study. They were asked about their opinion about slang, their way to get slang or the factors causing

they use slang, and what the reasons use slang. In other words, the researcher was asked some questions dealing with obtained data. This section answered the second and the third research question.

F. Technique of Data Analysis

In formulating this kind of study, the researcher applied discourse analysis to collect, identify, analyze and interpret the data. However, not everything that happened will be analyzed. The researcher only analyzed the slang used by the lecturer and the students in the classroom interaction. In analyzing the data found in the classroom, the researcher used Allan and Burridge's theory to examine the types of slang that used by the lecturer and the students. Furthermore, to know what the meaning of slang that used by them, the researcher used *NTC's Dictionary American Slang and Colloquial Expressions 3rd edition* by Spear (2000). In determining the word, phrase, and sentence that include to slang, the researcher used some of criteria of slang that proposed by some expert in chapter 2. The criteria will be described below:

1. Slang is typical for spoken language.
2. Slang is found in word, not in grammar
3. Slang is creative.
4. Slang is largely colloquial.
5. Slang arises as vocabulary which is used by people as a device for familiarizing a conversation.

6. Slang comes in the form of new words with new meaning or old words with new meaning.

Analyzing observation and interview

The data collected from observation and interview were analyzed by using interactive model of data analysis consisting of three concurrent flows of activity: data reduction, data display, and conclusion drawing/verification (Miles and Huberman, 1994). The data from observation and interview were transcribed into transcription. Further, the data collected from observation and interview were sorted, and classified into particular group. Having sorted and classified the data, unwanted and irrelevant data would be reduced, and discarded. Then, the data were coded and classified again. To help the coding, classifying and sorting become easier, Microsoft office word 2010 comment feature were used for giving label on the data. The comment label can be seen on right side of the pages of observation sheet and transcription of interview.

After that, the coded and classified data were displayed on narrative text, to draw conclusions from the mass of data, Miles and Huberman (1994) suggest that a good display of data, in the form of tables, charts, networks and other graphical formats is essential. This was a continual process, rather than just one to be carried out at the end of the data collection.

The last step was taking conclusion from the displayed data based on research questions. Conclusion drawing involved stepping back to consider what the analyzed data mean and to assess their implications for the questions at hand.

Verification, integrally linked to conclusion drawing, entails revisiting the data as many times as necessary to cross-check or verify these emergent conclusions.

The following figure could help explain the procedure of data analysis



Figure 3.1 Interactive Model Process of Data Analysis
(Miles and Hubberman,1994)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter deals with findings of the research and discussion of research findings. The findings of the research show the result of data collection and data analysis. The discussion deals with further arguments and interpretation of the research findings.

A. Findings

The findings discuss the result of the research based on the research questions. The data in this research deals with three research questions. They are: what types of slang used by the lecturer and the students in the classroom interaction, what factor causing the use of slang by the lecturer and the students, and what reasons of the lecturer and the students to use slang in the classroom at English department in IAIN Gorontalo. Generally, slang is used in social context of communication and it used in informal situation. In this research, the findings showed that slang not only used in informal interaction but also used in formal interaction and in formal situation. For instance in the classroom that used by the lecturer and the students. The findings that the researcher presented in this chapter are based on observation in the classroom and interview session with the lecturer and the students as mentioned in the previous chapter on research instrument.

After conducting the research, there are some data were find in the classroom. The obtained data from observation and interview show that lecturer

and the students basically use the slang in interaction or communication. Furthermore, the factors causing the use slang are different, and the reasons in using slang are varied based on the lecturer and the students' opinion. Specifically, the detail data description can be seen as follows:

1. The slang used by lecturer and the students in the EFL classroom interaction

The following are the data presentation towards slang used by the lecturer and the students in EFL classroom interaction at English department of IAIN Gorontalo. The researcher classify slang data found in EFL Classroom based on Allan and Burridge's theory (2006) of types of slang as guideline in classifying the slang, they are: *Fresh and creative*, *Compounding*, *Imitative*, *Acronym*, and *Clipping*. This research exposes that there are four types of slang used by the lecturer and students in oral communication, they are *Fresh and creative*, *Compounding*, *Imitative* and *Clipping*. While *Acronym* excluded from this research, because only identified in written communication. To know what the meaning of slang that used by the lecturer and students in the classroom, the researcher used *NTC's Dictionary American Slang and Colloquial Expressions 3rd edition* by Spears (2000). Furthermore, the researcher classified all the words, phrase and sentence that include in slang types based on their definition. The types of slang were identified through both observation and interview data showed in the following description:

a. Fresh and Creative

I found 19 data that can be classified into fresh and creative type. It means that slang language has very new vocabulary, informal variety, and it can be up to date words. In this research, fresh and creative are employed by the lecturer and the students. The following are the description of data that categorized into fresh and creative type:

1) Slang used by Lecturer

The first type of slang found at fourth semester of English Department in IAIN Gorontalo is fresh and creative. The following are excerpts pertaining to the fresh and creative appeared in the classroom by the lecturer.

a) *Guys*

Guys (n) means a fellow; a man or woman. The detail extraction can be seen as follows:

Extract 1 (Recording 1)

7 L : Okay..um well, **guys**, as the previous meeting we have some
8 performances from you all and then we will continue the
9 assignment. Because I said that I account it as the first
10 assignment. So, the previous meeting was the first performance.
11 Now we are gonna to continue the presentation today, of course
12 with different person. And now I will invite the presenter sit here,
13 take your position here in front of. Okay, I need another laptop,
14 your laptop and put here.

Analysis of extract 1

Extract 1 in line 7 above shows the lecturer used slang in communicating with his students. The lecturer preferred to use the word “guys” to talk to students in the classroom. The lecturer used slang to address his students in order to maintain their close relationship. The word used by lecturer in extract 1 above classified as fresh and creative type of slang.

b) Joke

Joke (*tv.*) means to tease someone, to make fun of someone. The extraction can be seen as follows:

Extract 2 (Recording 1)

- 133 S₁₀ : I am impressing to Barack Obama’s video, even though she, I
 134 mean he speech formally but he can make fun of audiences.
 135 For me it’s awesome.
 136 L : Make fun, it means Barack Obama make a **joke**, right? Leon,
 137 how about you?
 138 S₁₁ : No sir.

Analysis of extract 2

In this conversation, the word “joke” is American slang and it is fresh and creative type of slang. The lecturer said “joke” to replace the word of make fun.

c) *Hello?*

Hello? (*exclam.*) means did you hear me?, are you aware that I am talking to you. The detail extraction can be seen as follows:

Extract 3 (*Recording 1*)

140 L : Ok, I have heard your reason, and now we can talk your opinion.
 141 Ok, the first one is try to persuade. **Hello? Do you hear me?** Try
 142 to persuade the audience when you speech. Just now we can look
 143 the presentation that delivered by your friends. I think we can
 145 analysis which one the best performance and then try to learn and
 145 try I mean to do some with them. Ok after looking your friends'
 146 performances you can which one the best performances just now.
 147 It's depend on you, learn it and try to apply the same thing and of
 148 course your preparation and also needs a habit. Ok then self-
 149 confident with yourself, before doing the performance in front of
 150 the audience, you have to confidence. Trust yourself and you can
 151 do that and you can persuade the audiences.

Analysis of extract 3

In the long extract above, the lecturer tried to attract the attention of his students. The expression in line 141 above classified as fresh and creative type. The lecturer used imperative utterance to students in a clear and concise way by saying “*hello? Do you hear me?*” in getting the students’ attention during the lesson.

d) *Yup*

Yup (*interj.*) is American slang. The meaning of this slang is yes, a positive answer. The description is illustrated in the following extraction:

Extract 4 (Recording 1)

- 226 S₁ : Sir, the last I wanna ask something, after we um download the
 227 group in facebook, so you give us some topic and we discuss in
 228 facebook, sir?
 229 L : **Yup**, um later I will upload some topic and I hope you guys, all of
 230 you can participate in discussing on facebook and remember I
 231 will give you score. Ok guys I think that's all our meeting today,
 232 next time you just need to look your group in facebook because I
 233 will divided your group there, make sure you have already
 234 involve the group. *Pastikan bahwa kamu sudah masuk dalam*
 235 *grup*. Finnaly Assalamaulaikum warahmatullahi wabarakatu.

Analysis of extract 4

Fresh and creative is also found in extract 4. The lecturer said “yup” to answer the student’s question. He said “yup” to pull his students interest by making answer that he was sure his students would be interested to know it.

e) Loser

Loser (*n*) means an inept person; an undesirable or annoying person; a social failure. It is clearly shown in the following extraction:

Extract 5 (Recording 2)

- 65 L : *Kalo perdebatan kita stop sampai disitu, itu tidak akan*
 66 *meninggalkan kesan apa-apa* (if the debate, we stop there, it will
 67 not any impress). It's doesn't impress anything. Every single debate
 68 thing in our class, you bring it home then you learn, investigated,
 69 observes it, look for the reference that support your argument and we
 70 can debate here. I hope that, I mean not debate but we discuss it.
 71 Because debate no one wish **to be a loser**. don't be a debater.
 72 Okay I hope that you look for the reference.

Analysis of extract 5

Furthermore, the extract above in line 71 also signed as fresh and creative type of slang. In this extract, the lecturer used the word “*loser*” to explain to his students that nobody wants to be defeat. The lecturer expected their students to look for the reference that can support their opinion.

f) Awesome

Awesome (*exclam.*) means Great; Excellent! (Usually Awesome! Standard English, but used often in slang). The detail extraction can be seen as follows:

Extract 6 (Recording 3)

- 3 L : How are you?
- 4 Ss : Fine sir.
- 5 S₁ : Excellent
- 6 L : Are you **awesome**?
- 7 S₁ : Yes
- 8 L : Awesome guys or *asem* (underarm smell)?
- 9 Ss : Hahaha (Laughing)

Analysis of extract 6

The fresh and creative type of slang is produced by the lecturer in opening the class. The lecturer asked the students’ condition by saying “*are you awesome?*” and continue the questions by saying “*awesome guys or asem* (underarm smell). It made the students laughing.

2) Slang used by Students

The following are the extract pertaining to the fresh and creative type of slang in the classroom employed by the students.

a) *Guys*

Guys (*n*) means a fellow; a man or woman. This word is not only used by the lecturer but also the students do. The extraction can be seen as follows:

Extract 7 (Recording 1)

62 S₅ : Assalamualaikum warahmatullahi wabarakatu. Ok **guys**, I stand
63 here I want to critic or comment the style, the strength and the
64 weakness of Hillary Clinton's speech. So see the video first

Analysis of extract 7

Based on extract 7 above, the word “*guys*” is used by S₅ for greeting her friends and for pulling the attention of her friends during she presented her material. It is categorized as fresh and creative type.

b) *Oops!*

Oops! (*n*) is American slang. It said after a small mistake. It is clearly shown in the following extraction:

Extract 8 (Recording 1)

70 S₅ : And also her speech is I think it is structural, and she keep
71 emotion, her voice, her rhythm to be um I don't say it is flat but I
72 think is just like let it flow, but it's good. And then the strength
73 just like I said before Hillary Clinton is so calm, humble, and then
74 even though he is fail, **oops** I mean she is fail but she can say the

75 congratulation to Donald Trump the new president of US

Analysis of extract 8

The word “*oops*” in line 74 above identified as slang. The S₅ said the word because she made mistake. The S₅ was wrong in replacing the pronoun for woman.

c) Styling

Styling (*n*) means that looking good; showing off how good one looks.

The description is illustrated in the following extraction:

Extract 9 (Recording 1)

108 S₆ : Advantages and weakness from the reporter, his speech is good
 109 and he is **styling** because his cut is good and he has self-
 110 confident. The weakness from this reporter, I think nothing
 111 weakness. I think this report is perfect. I think just it.
 112 Asslamualaikum warahmatullahi wabarakatu.
 113 Ss : Waalaikumsalam warahmatullahi wabarakatu.

Analysis of extract 9

Based on extract 9 above, the S₆ used word “*styling*” to represent the appearance of the person. It can be seen in line 109, the S₆ explained how the performance of a news presenter. The word which are categorized as fresh and creative type of slang.

d) *Awesome*

Awesome (*exclam.*) means Great; Excellent! (Usually Awesome! Standard English, but used often in slang). The detail extraction can be seen as follows:

Extract 10 (Recording 1)

130 L : You said that the self-confident, ok well, in other word, from
 130 Annisa said persuade the audiences. Another one?
 131 S₉ : I impress to Hillary Clinton because even though she fail in
 132 election but she gives support to Donald Trump
 133 S₁₀: I am impressing to Barack Obama's video, even though she, I
 134 mean he speech formally but he can make fun of audiences. For
 135 me it's **awesome**.

Analysis of extract 10

From the extract above shows how the S₁₀ used slang. The Utterance “for me it's awesome” produced by S₁₀ is one of fresh and creative type of slang. The utterance is addressed to Barack Obama and the S₁₀ was impressed by his speech.

e) *Ok or Okay*

Ok and okay (*interj.*) means accepted; agreed. The extraction can be seen as follows:

Extract 11 (Recording 1)

164 L : I would like to give comment about some expression that you
 165 just say before, you cannot say according to me but you can say
 166 in my opinion, or in my point of view, the chines say that my
 167 point of view and don't say according to me because according
 168 to is only for someone other, or expert. Like according to Iin,

169 according to Brown not according to me. Okay?
 170 Ss : **Okay**

Analysis of extract 11

Based on extract 11 above, the students accepted or agreed what their lecturer said by saying “*okay*”. It is one of type of slang and can be classified as fresh and creative type.

f) Mate

Mate (*n*) means friend (informal used). The description is illustrated in the following extraction:

Extract 12 (Recording 2)

106 S₅ : Sir, yesterday I talk with **my mate** about accent. He gives his
 107 opinion to me, he said em maybe the factor that em influence the
 108 accent like American accent is food.
 108 L : Food? Hemt

Analysis of extract 12

The conversation in extract 12 above is identified as fresh and creative type of slang. Fresh and creative type that is employed by the student can be seen in line 106. This word “*mate*” used by the student for replacing the friend in informal way.

g) Ex

Ex (*n*) means former spouse or lover or something else. It is clearly shown in the following extraction:

Extract 13 (Recording 2)

149 S₇ : So, what is the speaker talk about? The speaker or Barack
 150 Obama talks about his victory and he said that he got it because
 151 of the society or his supporter and he also said that America is
 152 need to increase their base because he care about American
 153 future. He also said thanks to **ex**-president George Bush because
 154 he can continue the the *jabatan* (position).

Analysis of extract 13

Similarly, the student utterance in extract 13 above is similar with extract 13 as fresh and creative type of slang is employed by student can be seen in line 153. In this word, the student used word “*ex*” for replacing the former in informal way.

h) Joke

Joke (*tv.*) means to tease someone, to make fun of someone. This word is not only used by the lecturer but also the students do. The extraction can be seen as follows:

Extract 14 (Recording 2)

155 S₇ : So, how about the speaking style of speaker, he is charismatic
 156 when he speech, he also cool, always smile and he always say
 157 this is because of you, because of you and he is confident. The
 158 strength of the speaker is he makes **joke** in his speech when he
 159 is delivering the speech. And he gets the audience’s attention
 160 and not monotonous and I think he is no weakness because he is
 161 perfect president as you know. And I think that’s all.

Analysis of extract 14

The extract 14 above present how slang by student appears in classroom interaction. By looking at the extract above in line 158, it can be seen the word “*joke*” is uttered by the student. He used the word because the president in delivering his speech contain the words that can make fun of audience.

i) Excellent

Excellent! (*exclam.*) means Fine! (Like awesome, this expression is a standard word used frequently in slang contexts). The extraction can be seen as follows:

Extract 15 (Recording 3)

- 1 L : Assalamualaikum Warahmatullahi Wabarakatu and good morning?
- 2 Ss : Waalaikumsalam Warahmatullahi Wabarakatu, morning sir
- 3 L : How are you?
- 4 Ss : Fine sir.
- 5 S₁ : **Excellent**

Analysis of extract 15

The utterance above categorized as fresh and creative type of slang. The student answered the lecturer’s question by saying “*excellent*”. It means that the condition of the student was very good and look enthusiastic.

j) Uptight

Uptight (*mod.*) means anxious. The description is illustrated in the following extraction:

Extract 16 (Recording 3)

136 S₁₁: In this video, Emma Watson want campaign to force the
 137 freedom for woman. And the second the speaking style of
 138 Emma Watson, I think she is little **uptight**. I mean she looks
 139 nervous. May be for the first time, she talked about feminism.
 140 But overall, the speech from Emma Watson is very inspiring for
 141 women.

Analysis of extract 16

The word “*uptight*” in extract above is used by the student. It word can be identified as fresh and creative type of slang. The student used the word “*uptight*” when he presented the video about the Emma Watson’s speech. She argued that Emma Watson when she delivered her speech she looked nervous.

k) Wow

Wow (*exclam.*) means indication of amazement or surprise. It is clearly shown in the following extraction:

Extract 17 (Recording 4)

23 S₁ : If you come this place before you may be from the far you will
 24 feel like visit in Paris. As you know because the shape of Great
 25 Tower like Eifel Tower in Paris.
 26 S₂ : Really?
 27 S₁ : Yah... So, after you come there you see, **wow** it’s really great.

Analysis of extract 17

The bold word above in extract 17 is classified as fresh and creative type of slang. The S₁ tried to describe to his students the beauty of Great

Tower by saying the word “wow”. The word “wow” is identify a surprise expression.

l) By the way

By the way or BTW (*interj.*) in Slang dictionary is used in context where the first speaker want to ask something or may want to tell important thing to other people.

Extract 18 (Recording 4)

33 S₁ : So, you can take some picture because from the top of the great
34 tower we can see the *Limboto lake* from the third floor. I think it's
35 Beautiful. **By the way** this tower was inaugurated by the vice of
36 president in 2003. His name is Hamzah Has, when era Megawati.

Analysis of extract 18

From the extract 18 above deals with fresh and creative type of slang applied by the student. The student tried to give some information to his friends by saying “*by the way*”.

m) Darling

Darling (*n*) means a person who is very much loved or liked. The description is illustrated in the following extraction:

Extract 19 (Recording 4)

53 S₁ : I cannot answer because I'm a visitor like you. But after visiting
54 the Great Tower may be the line for the lift only until second
55 floor from the first floor. From Eny's question why the people
56 said that *keagungan tower*, as I know this a Great Tower is one of
57 the pride of Gorontalo people, so we can say *menara keagungan*
58 And you know, this place one if interesting place in Gorontalo.

59 May be we have to hang out there, you can bring your family,
 60 your friends or your **darling**. May be that's my answer.
 61 Thank you.

Analysis of extract 19

The word “*darling*” in extract 19 above showed that the student tried to use slang in classroom interaction. In explaining his material, the student said “*darling*” to mention the person who are very much loved or liked to his friends.

b. Compounding

I find 16 data that can be categorized into compounding type. Compounding means slang language made by two words or more. The data categorized into compounding type are:

1) Slang used by lecturer

The second type of slang found at fourth semester of English Department in IAIN Gorontalo is compounding. The following are the excerpt pertaining to the compounding appeared in the classroom by the lecturer.

a) *Big man*

Big name (*n*) is American slang. This slang means a famous and important person. The description is illustrated in the following extraction:

Extract 20 (*Recording 1*)

155 L : Next, charismatic, I think depends on your inner beauty, come
 156 from inside you. For Obama may be he is president *jadi kelihatan*
 157 *karismatik* (so he looks charismatic). Furthermore, he is a

158 **big man** in America, *dia punya segalanya, dia pemimpin di*
 159 *America.* (he has got everything, he is the leader of America.
 160 Next ability, according to Heaton it consist of fluency, accuracy,
 161 comprehensibility.

Analysis of extract 20

The extract 20 above presents how slang type by lecturer appears in the classroom interaction. By looking the extract in line 158, the lecturer tried to explain to his students about the figure of Barack Obama. He said that Barack Obama is a famous and important person in America. The lecturer mentioned Barack Obama is a “*big man*”. The word “*big man*” can identified as compounding type of slang.

b) We are listening

We are listening (*sent.*) means keep talking; make your explanation now. It is clearly shown in the following extraction:

Extract 21 (Recording 2)

173 S₉ : Sssttt...Can you silent guys and watch my video?
 174 Ss : *Huuuuu, pe lebay skali ngana e* (huuuu, you are excessive)
 175 S₉ : I’m not kidding friends.
 176 L : Ok ok, **we are listening** your presentation. The others, please
 177 attention

Analysis of extract 21

The following extract 21 above showed that the lecturer shows the attention to the student by saying “*we are listening*”. The sentence indicated

that the he asked the student to continue the presentation while he asked the other students to pay attention to the presentation of their friend.

c) *All right*

All right (*mod.*) means okay (This is hyphenated before a nominal. Slang when used before a nominal). The description is illustrated in the following extraction:

Extract 22 (Recording 2)

- 3 L : What's up guys?
 4 Ss : Fine sir, how about you?
 5 L : I'm **all right**. Ok, give thanks to Allah that given to us healthy and
 6 chance until we can attend in the class, meet each other in the class

Analysis of extract 22

From the conversation above in extract 22 in line 5 is classified as compounding type of slang. The word of slang is employed by the lecturer. He answered question from his students by saying "*all right*".

d) *Forget it*

Forget it (*exclam.*) means never mind. It is clearly shown in the following extraction:

Extract 23 (Recording 3)

- 21 L : No, no interesting but too attractive. So we have to avoid.
 22 Because here, we have to focus to the speech. So, the audience
 23 here also try to focus, to understand about the speech not to the
 24 video. The video is only another help. But we don't need to
 25 understand the video. But, **forget it** . that's not your fault, because
 26 I'm not tell you before, what kind of video and speech that you

27 should present.

Analysis of extract 23

The bold word in extract above is classified as compounding of slang. Slang is used by the lecturer in giving explanation to his students. The word “*forget in*” means that the lecturer did not think any more about his student’s mistake in previous meeting.

e) Come on

Come on (*n*) means an invitation. The description is illustrated in the following extraction:

Extract 24 (Recording 3)

89 L : After she delivered the presentation, is there any comment? About
90 Rexa’s video or Annisa. Do you like say something?
91 **Come on guys** raise your hand and give your comment.

Analysis of extract 24

Compounding type of slang employed by the lecturer in extract... above show that the lecturer tried to pull his students for giving the comment or opinion by uttering “*come on*” in line 91. The utterance above shows that the lecturer’s hope about the expression toward the students.

f) Drop out

Drop out (*n*) means someone who has dropped out of school. The detail extraction can be seen as follows:

Extract 25 (Recording 3)

98 L : What about president Soekarno? He always prepare the text
 99 when he speech but we can see the reaction from the listener, we
 100 can see the responses from the audience. We cannot said that
 101 she or he not prepare well when they deliver the speech and read
 102 their note. We cannot judge that. And I agree with you, Bill
 103 Gates puts joke when he deliver his speech. As we know that,
 104 He is **drop out** *dari* (from) Harvard but now he got his degree
 105 by give the speech from the graduation students, I mean the
 106 Graduation ceremony. *Dia* (He) drop out *dari* (from) Harvard
 107 *tapi justru dia memberikan pidato pada acara penamatan* (but,
 108 he gave a speech in graduation ceremony), *makanya dia bilang*
 109 (that's why he said) I got my degree. But I said to you, you
 110 don't need to follow him, we have different destiny.

Analysis of extract 25

The explanation from the lecturer in extract 26 above deals with compounding type of slang. By looking at the explanation in line 104, it can be seen the lecturer gave explanation to students about figure of Bill Gates by saying “*he is drop out*”. The word “*drop out*” means someone quite school because something happened.

g) Break it up

Break it up (*exclam.*) means stop it! (An order to two or more people to stop doing something). The description is illustrated in the following extraction:

Extract 26 (Recording 3)

200 L : Okay, no more comment. It's time to **break it up** from you all
 201 because we are limited by the time. So, guys I appreciate for this

202 time, there are boys, there are girls, I am suitable, *saya tidak*
 203 *memihak diantara kalian yah?*(I'm not take side between you
 204 guys). It's all about gender.

Analysis of extract 26

The expression in extract 26 above classified as compounding type of slang. The teacher used imperative utterance to students in a clear and concise way by saying "*break it up*" in making the students stopped the debate because it is limited by the time.

2) Slang used by students

The following are the extract pertaining to the compounding of slang in the classroom employed by the students.

a) *Big thanks*

Big thanks (*n*) means pleased or grateful for something. It is clearly shown in the following extraction:

Extract 27 (*Recording 1*)

25 S₃ : Sorry, you cannot see the video until finish. But I can explain to
 26 you the meaning and why Donald Trump speech in front of. This
 27 video is Donald Trump explains the **big thanks** for the supporter
 28 or family. And don't forget Donald Trump explains the vision and
 29 mission in the future. Donald Trump promise expand
 30 infrastructure the region the government of the US.

Analysis of extract 27

Compounding type emerges in extract 27 above. The S₃'s explanation in extract 28 above proves that slang is clearly used by student during

lesson. It can be seen in line 27, the S₃ used slang by saying “*big thanks*” in describing of the gratitude expression which conveyed by Donald Trump in his speech.

b) Drama Queen

Drama queen (*n*) is American slang. The phrase means someone who gets overly emotional/sentimental about things; someone who thrives on the dramatic. The description is illustrated in the following extraction:

Extract 28 (Recording 1)

72 S₅ : The strength just like I said before she is so calm, humble, and
 73 then even though he is fail, oops I mean she is fail but she can say
 74 the congratulation to Donald Trump the new president of US and
 75 the weakness is I think she is too emotional, when she talks about
 76 her failure, she just like this, one sentence that I remember, yah I
 77 know it so, I think she will crying and at the time I think she just
 78 like a **drama queen**, that’s the weakness.

Analysis of extract 28

Utterance in line 78 of extract 29 above identified as compounding. The S₅ tried to describe the Hillary Clinton’s condition to her friends in the class. The S₅ used word of “*drama queen*” to describe the Hillary Clinton’s figure of the moment.

c) My bad

My bad (*phr.*) means it is my fault and I am sorry. The detail extraction can be seen as follows:

Extract 29 (Recording 1)

79 S₅ : Um I think that's all from me about the Hillary Clinton speech
 80 and I'm so sorry if I have mistake in my presentation.
 81 Honestly I forgot my text. That's **my bad**. Thank you.

Analysis of extract 29

The phrase “*my bad*” is one of type of slang where the S₅ admitted her mistake during she presented the material. The S₅ wanted her lecturer and her friends to understand the mistake that she did.

d) Shut up

Shut up (*in.*) means to be quite. It is clearly shown in the following extraction:

Extract 30 (Recording 1)

103 S₆ : According to me, in this video there is a fire in one location.
 104 May be the someone be a victim. This situation make the people
 105 scared because the situation many smoke. The smoke is very
 106 large. It is the something um, about the speaker the reporter
 107 speech is fluent fluent, self-confident and professional the
 108 speech from the video. Um and the advantage and the weakness,
 109 hey shut up **shut up** please. Advantages and weakness from the
 110 reporter, his speech is good and he is styling because his cut is
 111 good and he has self-confident. The weakness from this
 112 reporter, I think nothing weakness. I think this report is perfect.
 113 I think just it.

Analysis of extract 30

Based on the long extract above in line 109 deals with imitative type of slang applied by S₆. By looking at the extract in line 109, it can be seen

the S₆ tried to ask to other students to be quite by saying “*shut up*” at them. The asking expression was employed by the S₆ to his friend in the classroom.

e) I’m not kidding

I’m not kidding (*sent.*) means I am telling the truth. . The description is illustrated in the following extraction:

Extract 31 (Recording 2)

173 S₉ : Ssstt...Can you silent guys and watch my video?

174 S_s : *Huuuuu, pe bagaya skali.*

175 S₉ : **I’m not kidding** friends.

176 L : Ok ok, we are listening your presentation.

Analysis of extract 31

The extract 31 above the student used the utterance “*I’m not kidding*” to remind his friend that he is serious for presenting the material. Moreover, he used the utterance to pull the attention of his friends. The utterance above is classified as compounding type of slang where a student attacked the other student’s face directly.

f) Big dream

Big dream (*n*) means something that we want to happen very much.

The description is illustrated in the following extraction:

Extract 32 (Recording 2)

177 S₉ : This video talks about the history of President America. Donald

178 Trump is a good president. And Donald Trump has a **big dream**

179 to make America to be better.

Analysis of extract 32

The extract 32 is identified as slang. Same with the extract (big thanks) above, this extract also identified as compounding type of slang because the student tried to convey the expectation of Donald Trump in the future.

g) All right

All right (*interj.*) means yes; okay. The following are the excerpt in the classroom:

Extract 33 (Recording 3)

- 64 L : Okay, give applause for Rexa. Now, your turn Annisa.
 65 S₇ : **All right**, sir.
 66 Assalamualaikum Warahmatullahi Wabarakatu
 67 Ss : Waalaikumsalam Warahmatullahi Wabarakatu

Analysis of extract 33

In slang dictionary, there are several meanings of the word “*all right*”. In this extract the word ‘*all right*’ means yes or okay. In this situation, the student tried to use the word “*all right*” to accept the invitation from her lecturer.

h) No way

No way (*exclam.*) means no!. The following are the excerpt in the classroom:

Extract 34 (Recording 3)

- 191 L : Another speaker? Ok, well you can say that this debate for
 192 woman and man but we are limited of the time, yah? Hopefully
 193 the speaker the next class will improve. Oh yah Leon? You
 194 wanna say something?
 195 S₁₂: Yes, sir. the last, the woman can't be a leader but the woman
 196 can be assistant for man. We can say Susi as assistant for
 197 Jokowi.
 198 S₇ : **No way**, *brenti jow* (don't expect it)

Analysis of extract 34

The extract 34 above presents how slang especially compounding type appears in classroom interaction. From the extract above, the student (S₇) tried to reject the student's (S₁₂) opinion by uttering “*no way*” in line 198. The expression clearly refuse the other student's statement.

i) Hang out

Hang out (*v*) means to gather in a casual or social manner. The detail extraction can be seen as follows:

Extract 35 (Recording 4)

- 53 S₁ : I cannot answer because I'm a visitor like you. But after visiting
 54 the Great Tower may be the line for the lift only until second
 55 floor from the first floor. From Eny's question why the people
 56 said that *keagungan tower*, as I know this a Great Tower is one
 57 the pride of Gorontalo people, so we can say *menara keagungan*
 58 And you know, this place one if interesting place in Gorontalo.
 59 May be we have **to hang out** there, you can bring your family,
 60 your friends or your darling. May be that's my answer.
 61 Thank you.

Analysis of extract 35

This utterance of extract 35 above is categorized as compounding type of slang. The student gave explanation and invited to his friends to spend time together by saying “*to hang out there*”.

c. Imitative

Imitative means that the slang word imitating or derived from the Standard English word or using the Standard English words in different meaning. In this type I find 6 data. The following are the description of data that categorized into imitative:

1) Slang used by lecturer

The third type of slang found at fourth semester of English Department in IAIN Gorontalo is imitative. The data extraction can be seen as follows:

a) *Gonna*

This slang (*phr.*) means going to. The following are the excerpt in the classroom:

Extract 36 (Recording 1)

7 L : Okay.. um well, guys as the previous meeting we have some
8 performance from you all and then we will continue the assignment.
9 Because I said that I account it as the first assignment. So, the
10 previous meeting was the first performance. Now we are **gonna**
11 continue the presentation today, of course with different person. And

- 12 now I will invite the presenter sit here, take your position here in
 13 front of. Okay, I need another laptop, your laptop and put here.

Analysis of extract 36

From the extract 36 the lecturer used the word “*gonna*” to make the explanation variedly. The word “*gonna*” in Standard English word means going to. It can be classified as imitative type of slang.

b) Wanna

Wanna (*phr.*) is want to. The description is illustrated in the following extraction:

Extract 37 (Recording1)

- 114 L : Ok, enough and the others waiting for your turn. May be next
 115 week. Ok give applause for Rahmat. And then we already watch
 116 five performance and we can see the performance and you can
 117 see the different. So there are some, um before going to the
 118 different. I **wanna** ask you, which one these video that impress
 119 you from those the performance?

Analysis of extract 37

The bold word in extract 37 is categorized as imitative type of slang. The lecturer used the word “*wanna*” to replace want to in Standard English words.

c) Wassup

Wassup (*interog.*) means what is up?. The detail extraction can be seen as follows:

Extract 38 (Recording2)

- 1 L : Assalamualaikum warahmatullahi wabarakatu
 2 Ss : Wa alaikumsalam warahmarullahi wabarakatu
 3 L : **What's up guys?**
 4 Ss : Fine sir, how about you?

Analysis of extract 38

The lecturer used slang “*wassup?*” to ask their condition of his students. He used it to pull the students’ attention and to create relax conversation. The bold word in extract 39 is categorized as imitative type of slang.

2) Slang used by students

The following are the extract pertaining to the imitative of slang in the classroom employed by the students:

a) Cool

Cool (*mod.*) means 1) unabashed; unruffled; relaxed. 2) great; excellent. The detail extraction can be seen as follows:

Extract 39 (Recording1)

- 64 S₅ : Clinton’s speech. So see the video first. Ok, for the first time, I
 65 want to talk about what Hillary Clinton talk about in this video. I
 66 see that she is talking about her failure in the president campaign
 67 of USA election. So, um she said that this is very so, she feels so
 68 sorry to her supporter and also talk thank to her supporter because
 69 they are always support her, even though she failed but um she is
 70 still strong. um and style of Hillary Clinton, I think that she is
 71 **cool**. And also her speech is I think it is structural, and she keep
 72 emotion, her voice, her rhythm to be um I don’t say it is flat but I
 73

74 think is just like let it flow, but it's good

Analysis of extract 39

Imitative also showed in extract 39 above. The word “*cool*” in line 72 in extract 39 above is uttered by student. The students said the word to describe the figure of Hillary Clinton. The word “*cool*” in Standard English word means relaxed, great and excellent.

b) *Wanna*

Wanna (*phr.*) is want to. It is clearly shown in the following extraction:

Extract 40 (*Recording1*)

84 L : Indrawati. No disk?
 85 S₆ : Yes sir. Ok, assalamaulaikum warahmatullahi wabarakatu. Before
 86 I show you the video, I **wanna** say I'm so sorry because, um....
 87 L : That's ok

Analysis of extract 40

In conversation above in extract 40 the student also used the word “*wanna*” in presenting the material in the classroom. It means that this word was familiar and popular within the students.

c) *Sweet*

Sweet (*mod.*) means good; profitable; excellent. The description is illustrated in the following extraction:

Extract 41 (Recording2)

164 S₈ : Ok, Assalamualaikum warahmatullahi wabarakatu. The speaker
 165 talk about education and women. So, she also talk about
 166 *hubungan* (relation) between education and society. And the
 167 strength she has good pronunciation, she gets attention of people
 168 and I think she is **sweet**. *Hehehe* (Laughing)

Analysis of extract 41

The word “*sweet*” in Standard English word means good; profitable; excellent. The student used slang word by saying “*sweet*”. It can be seen in line 168 in extract 41 above. The word “*sweet*” to describe the figure of the speaker.

d) Gonna

This slang (*phr.*) means going to. The following are the excerpt in the classroom:

Extract 42 (Recording 4)

11 S₁ : Ok, thank you so much for the time. Today, I am **gonna** tell about
 12 one of tourism in Gorontalo. I try to learn some place in
 13 Gorontalo. I know Gorontalo has many potential become the
 14 tourism because the landscape, you know like the mountain,
 15 beach and there are many potential if we like government repair
 16 the tourism place.

Analysis of extract 42

Similarly, the lecturer’s utterance in extract 42 above is similar with extract 37 before. Imitative type that is employed by the student, it can be seen in line 11. In this situation, the student wanted to present his material

by saying the word “*gonna*”. The word “*gonna*” in Standard English word means going to.

d. Clipping

Clipping type is one of the variety of slang made by deleting of some parts of longer word become a shorter form in the same meaning. Some of the examples of the use clipping type that appears in the classroom as follows:

The last type of slang found at fourth semester of English Department in IAIN Gorontalo is clipping. I found 2 data that can be classified as clipping type of slang. The following are the excerpt pertaining to the fresh and creative appeared in the classroom by the lecturer.

a) *Bro*

Bro (*n*) means brother (also a term of addressed). It is clearly shown in the following extraction:

Extract 43 (Recording1)

- 14 S₁ : Sir this is the attendance list
 15 L : Let me call. Ok the first performance is Wahyudin
 16 S₂ : *Eh capat bro.* (Eh Hurry up, bro).

Analysis of extract 43

Clipping remark employed by the S₂ toward the other student is discussed in extract 43 above. The S₂ said “*bro*” to call his friend to come forward in front of class to present his material.

b) Exam

Exam (*n*) means examination. The detail extraction can be seen as follows:

Extract 44 (Recording3)

207 L : Oh I forget, about your **exam** I will ask you to create a video,
 208 *minimal berdurasi 5 menit* (at least about 5 minutes). So, you
 209 make a speech like the speech that you present before. The
 210 theme is about education. *Dan judulnya kalian bisa tentukan*
 211 *sendiri* (and the title, you can decide it). After that, you have to
 212 upload in our group in facebook. *Bisa dimengerti?* (do you
 213 understand?). Any question?
 214 Ss : No sir.

Analysis of extract 44

The extract 44 showed the use of clipping type of slang in classroom interaction. The clipping type expressed by the lecturer can be seen in line 2017. The expression used in a form of shortening word of “examination” to be ‘*exam*’. But it word was still has the same meaning.

2. Factors causing the use of slang in EFL classroom interaction

The researcher also analyses the factors causing the use of slang by the lecturer and the students in the classroom interaction. According to Mahmud (2013) in her study, there are five factors in influencing style in communicating. They are social status, age, gender, social distance or familiarity and situation. On the other hand, Allan and Burridge (2009) argue that the politeness of this category of language is weeded to context, time and place. Those factors used by

the researcher to examine the factor causing the use of slang in EFL classroom interaction. After observing the classroom interaction and interview both the teacher and students, the research reveals that social status, age, social distance or familiarity and situation are the factors causing the use of slang in the classroom. However, the gender is not the factors causing the use of slang in the classroom interaction. The following are the factors causing the use slang in EFL classroom interaction at English department of IAIN Gorontalo.

a) Social status

In this research, social status was one of the factors causing the use of slang by both lecturer and students in the classroom interaction. In this regard, the teacher positioned himself as one of the factors in using slang in the classroom interaction. The interview I below showed the difference of students' spoken style toward the teacher and the classmate.

S2 : *Kalo saya agak, bagaimana e agak rasa malu begitu kak bicara dengan dosen, beda kan bicara dengan teman sendiri.*

S2 : I feel shame to talk with the lecturer, it's different to talk with our friend, right?

S4 : *Kalo saya sama kak, canggung begitu dengan masih agak tako tako begitu. Kan menghormati juga kan orang-orang yang lebih tua dan kita harus bersikap sopan dang. Harus respek begitu.*

S4 : So I am. I feel awkward and afraid to talk with the lecturer. We have to respect to older people and we have to be polite. So, must be respected.

The statement above is similar with the students' statement in interview 2 below:

- S4 : *Kalo saya itu jarang pake bahasa-bahasa yang gaul begitu cuman sesama teman saja. Kalo pun itu dosen mengajar yah tidak apa-apa. Dan saya tidak berani bicara bahasa yang gaul-gaul dengan dosen begitu apalagi di dalam kelas.*
- S4 : I am rarely use slang to the older people, I use it just with friend. It is okay, if the lecturer used it. And I am afraid to speak with the lecturer use slang in the classroom.
- S1 : *Iyah kalo dilihat dari kenyamanannya mungkin kalo mau ketemu atau apa nyaman tapi kalo sudah berbicara begitu ada batas antara mahasiswa dan dosen, jadi kita harus berbicara, ihh jangan seperti ini, ini bukan teman jadi ada batas-batasnya. Jadi rasa begitu.*
- S1 : Yes, if I meet the lecturer, I feel comfort. But, if I have to talk to the lecturer, I have to think there is a limit between lecturer and students. Do not be like that, this is not our friend. I think so.

The pieces of interview I and 2 above showed the power of the lecturer as a kind of social status that was a factor causing the use of slang in communicating in the classroom interaction. Regarding to the interview, the students argued that they spoke more politely to their lecturer. It means that the students did not use slang in talking with their lecturer because of the understanding of lecturer's status or position.

b) Age

The next factor causing the use of slang in the classroom interaction is age. Age is one of the factors influencing the use of slang in the classroom

interaction based on the interview. This result derives from the students' statement in interview 3 below:

S3 : *Tergantung kata-katanya juga kak, trus penggunaannya juga, kan biasanya ada kata-kata gaul yang tidak sopan untuk orang yang lebih tua, apalagi untuk dosen. Makanya kita juga harus pilih pilih.*

S3 : Depending on the words and the utilization. Sometimes, there are the slang words less polite for older people, especially the lecturer. So, we must selected the words.

S5 : *Kalo saya biasa menggunakan bahasa slang itu cuman dengan teman saja.*

S5 : For me, I use the slang just with friends.

From the results of the interview 3 above, it can be concluded that age is one of the factors influencing the use of slang in the classroom. The students stated that they used slang tended only to their friends which were in the same age. While they prefer not used slang in communicating with their lecturer. It means that the teacher has age power to be respected by the students.

c) Social distance or Familiarity

Based on the interview, the students agreed that social distance or familiarity influenced their way in interacting in the classroom. It proves by looking at the students' statement in interview 1 and 2 below:

S3 : *Kalo saya waktu presentasi begitu saya lebih suka pake bahasa slang karena menarik dang.*

S3 : If I do presentation, I prefer to use slang because it is more interesting.

- S1 : *Biar di Indonesia harus pake-pake bahasa slang apalagi kita ini anak bahasa Inggris dan ada juga dosen bilang kan kalo kita pake bahasa yang terlalu grammatical begitu misalnya dimana kamu membeli sabun itu? Kan tidak enak didengar. Dan memang formal-formal sekali.*
- S1 : Even we are in Indonesia we have to use slang, because we are English department. And our lecturer said that if we use language that too grammatical, for example where do you buy the soap? It is not interesting to hear right? And it is very formal.
- S1 : *Kalo saya, seberapa sering kayaknya sering karena biasanya dalam kelas kalo speaking saya biasa pake wanna. Hehehe, jadi saya sering pake slang apalagi kalo dengan teman biarpun itu slang agak kasar kedengarannya.*
- S1 : In my opinion, how often the slang employed in speaking class. Sometimes, I use the word *wanna*. *Hehehe* (laughing) so I often use slang especially with my friends even though the slang word has rude sounds.

Three extracts of the interview above proved that familiarity was factor why the students employed slang in classroom interaction. Similar with students' opinion, the lecturer also stated in interview 4:

- ZA : *Oh kalau itu saya sering menggunakannya, apalagi kalo setiap menyapa mahasiswa, terkadang juga sementara menjelaskan materi ada kata-kata slang yang saya gunakan. Saya pakai itu untuk lebih dekat atau berusaha akrab dengan mereka. Terus apalagi pertanyaannya? Hahaha*
- ZA : Oh, I often use slang, especially to greet the students. Sometimes I utter those slang words when I explain the material. I use it to be closer or trying to be familiar with them. Next, what are the questions? *hahaha* (laughing).

From the extract of the lecturer's interview above, it can be seen that the lecturer employed slang to show his closeness to the students. The lecturer thought that the familiar of slang can make them to be more familiar and closer. Furthermore, from the result of interview above it can be determined that social distance or familiarity affects the interaction in classroom.

d) Situation

In this research, the last factor that affected the use of slang is situation. Based on the interview, situation is one of the factors influencing the use of slang in the classroom. This result came from the students' statement in the interview 1, 2, and 3 below

S5 : *Berbicara informal dengan dosen mungkin tergantung sikonnya juga kak, dan tergantung sama dosennya juga.*

S5 : Talking informally with the lecturer, depends on the situation and condition, and depends on the lecturer.

S2 : *Saya kak kalo dosen pake bahasa informal dalam kelas, saya rasa itu sangat bagus juga, yah karena bagaimana e*

S2 : I think, if the lecturer used informal language in classroom, I think it is very good. How to say that?

S2 : *Kalo saya juga kalo pake bahasa slang yah sesama teman-teman saja. Kalo pun dengan dosen yah tergantung situasinya.*

S2 : I also used slang but just with my friends. If I talk to the lecturer use slang, I think it depends on the situation.

From the result of the interview 1, 2, 3 above, it can be concluded that situation is one of the factors influencing the use of slang in the classroom. The students revealed that they used slang depends on the situation and what condition they used them.

3. The reasons of using slang in the EFL Classroom Interaction

This part deals with the reasons the lecturer and students used slang in classroom interaction. Eric Partidge (1954) gave the reasons why people use slang. The reasons of using slang in the classroom interaction identified based on the interview had been conducted. The researcher found that there were several reasons why participants used slang in the classroom interaction. The reasons can be seen in following described:

a) To reduce seriousness

The first reason is to reduce seriousness. The participant revealed he used slang in the classroom because it was to reduce seriousness. He assumed that he used slang in interacting with his students for reducing the seriousness of students. So, the students will be relax during the lesson. It can be seen from the results of the interview 4 below:

MR : *Pertanyaan terakhir ini pak, apa alasan bapak dalam menggunakan kata-kata slang dalam berinteraksi dengan siswa bapak di dalam kelas?*

ZA : *Oh itu, apa e alasannya, sebenarnya itu cuman mengurangi keseriusan dalam belajar, santai tapi tetap serius, terus itu memudahkan berinteraksi dengan mahasiswa, kan biasa terkadang mahasiswa itu takut-takut bicara dengan dosen toh?*

- MR : The last question sir, what are your reasons for using slang in interacting with your students in the classroom?
- ZA : Oh, what is.. actually it only reduces the seriousness of students in learning, relaxed but still serious. Next, it is for easy to interact with students, normally sometimes the students felt afraid to talk to their lecturer, right?

Another reason of reducing seriousness also found in relaxed utterance.

This reason is exposed by the student using slang because just relaxed. It can be seen from interview 3 below:

- S2 : *Yang pertama supaya enak di dengar, yang kedua itu kita akan lebih nyaman berbicara karena kesannya tidak kaku, maksudku tidak tegang begitu e, tidak formal skali. Trus kalo kirim pesan lebih bagus dibaca. Trus kayak mengikuti zaman saja kak.*
- S2 : The first is to be nice to hear, the second we will be more comfortable to speak, because the impression is relaxed, I mean not tense, not too formal. Then, if sending a message is better to read. Then it follows the time.

From the interview above, we can assumed that the participants used slang because to reduce of seriousness in communicating and to make the interaction to be relax.

b) To induce either friendliness

Friendliness, this reason is most reasonable for a person to use slang.

This reason expressed by participant in the interview 1, the quotation as follow:

- S3 : *Saya kak, kalo pake slang itu kan kayak sudah akrab skali kelihatannya, jadi kalo torang pake kata-kata slang sama teman sekalipun itu agak kasar artinya itu tidak jadi masalah.*

S3 : I think when used the slang, it looks very friendliness. So if we used slang to talk with friends although the words mean rough, I think it does not matter.

The student argued that the friendliness was the reason why she employing slang in the classroom. Another student revealed that the same reason why the uttered slang in the classroom that is taken from interview 2.

The interview as follows:

S2 : *Kalo saya seperti yang teman saya bilang bahasa slang itu bisa buat percaya diri karena disaat kita berbicara kita jadi kelihatan centil, kelihatan apa tapi kalo kita berbahasa biasa kadang-kadang kelihatan monoton skali, jadi kalo pake bahasa slang itu jadi kelihatan gaul. dan kadang-kadang saya menggunakan bahasa slang supaya bisa kelihatan akrab.*

S2 : Same with my friends said. Slang can make confident, because when we speak we look cute, ee but if we speak an usual, sometimes look monotonous. So, if we use slang, it will be looking great. Then, sometimes i used slang to make it look familiar.

From the excerption above, it can be concluded that friendliness/familiar is things that caused the use of slang by the students in the classroom interaction.

c) For ease of social interaction

The next reason of the use of slang is for ease of social interaction. Obviously, it in this case is making the other's comfort in communicating. It was expressed by students in interview 1 below:

S2 : *Menurutnya saya kalau pake slang itu bisa lebih mudah berinteraksi dengan orang lain.*

S2 : I think if use slang it can be easier to interact with others.

Similarly, the lecturer also argued that using slang in the classroom interaction can make it easier to interact with students. The statement of the lecturer can be seen from the result of the interview 4 below:

ZA : *Oh itu, apa e alasannya, sebenarnya itu cuman mengurangi keseriusan dalam belajar, santai tapi tetap serius, terus itu memudahkan berinteraksi dengan mahasiswa, kan biasa terkadang mahasiswa itu takut-takut bicara dengan dosen toh?*

ZA : Oh, what is.. actually it only reduces the seriousness of students in learning, relaxed but still serious. Next, it is for easy to interact with students, normally sometimes the students fell afraid to talk to their lecturer, right?

The lecturer's statement above is based on his observation during the lesson. He looked that the students use slang in classroom interaction because to make ease to communicate.

d) To enrich the language by inventing new words.

The next reason of the use of slang is to enrich the language by inventing new words. The student told that the use of slang because it looks good and impressed update. It means that the student found some new vocabulary of slang. The student's argument can be seen from the result of interview 3 below:

S4 : *Kalo saya kak kalo misalnya menggunakan bahasa gaul itu bisa kelihatan keren, terkesan update, mengikuti zaman kalo kita ketinggalan zaman kan tidak keren kan kak? Pokoknya kita harus up to date supaya bisa diliat keren dari bahasa yang dipake.*

S4 : if I use slang it can look cool, impressed update, we follow the time, if we are outdated, it is not good right? Anyway, we need to be up to date for looking good from the language that we used.

Although the intention of update reason in the interview above was unclear, but it can be assumed that the student use slang because she wanted to do so. The student argued that the use of slang can lead them in inventing new words of slang.

e) To be different, to be novel

According to the participant the reason she used slang in the classroom during the learning process is to be different from the others people. This revealed by the student in the interview 2:

S1 : *Iyah salah satunya juga kan membedakan juga dengan teman-teman, ah dia cuman pake itu-itu terus saya mau ganti ah, jadi different dengan orang lain. Terus juga kalo pake bahasa slang percaya diri itu ada.*

S1 : Yah, one of them also differentiates with friends. She/he just use it keep, I want to change, so be different from others. Then, if uses slang the confident exists.

From the excerption above, it can be concluded that to be different or novel were the things that caused the use of slang in the classroom.

f) To be delight

The subsequent reason of the use slang is for delight. The feeling of delight uttered by the students in the extract of interview 1 below:

MR : *Apa kira-kira alasannya menggunakan slang?*

S4 : *Agar terlihat cool.*

Ss : *Hahahaha*

MR : Why do you use slang?

S4 : To make it looking great

Ss : Hahaha (laughing)

Another reason of delight also found in interview 2 below. This reason revealed by the student employing slang because of delight. The extract of interview as follow:

S5 : *Kalo saya sih itu lebih menarik, pake bahasa slang itu bisa menarik teman-teman supaya bisa tertarik buat ba speaking dan bisa lebih bahagia.*

MR : *Hahaha bahagia?*

S5 : *Iyah kak. Lucu bagitu e.*

S5 : If I, it is more interesting to use slang. Using slang can pull my friends to speak and it can make happy,

MR : *Hahaha (laughing) Happy?*

S5 : Yes sister. That is funny.

From the interview 2 above, the student explicated clearly the reason why he used slang in the classroom. For delight was the reason why the students applied slang in the classroom interaction.

g) To imitate

The next reason of using slang in the classroom during the learning process is just following. The reasons were stated by the students in interview 2 below:

S5 : *Kalo saya mungkin ikut-ikutan saja supaya kelihatan keren. Hehehe*

S4 : *Kalo menurut saya itu wajar-wajar saja pake slang, apalagi bahasa slang sudah banyak, sudah populer jadi otomatis kita jurusan bahasa Inggris jadi terbawa juga pake slang.*

S1 : *Kalo saya alasannya ikut-ikutan juga. Hehehe*

S5 : If I may be just following to look great. *Hehehe* (laughing)

S4 : I think, it is normal to use slang because there are many slangs. Slang has been popular, so automatically we are English Department also use slang.

S1 : In my opinion, the reason is just following too. *Hehehe* (laughing)

The entire of quotations above proved that the students use slang just following from the other people who use slang.

h) Joke

The last reason of the use slang in the classroom interaction is joke. The student assumed that she use slang in the classroom because it was only a joke.

It can be seen from the result of interview 2 below:

S2 : *Kalo mendengarkan pernah apalagi mengucapkannya itu sering karena saat kita bernyanyi itu kan kebanyakan menggunakan bahasa slang dan saya juga beberapa kali berbicara pake kata-kata slang. Tapi saya lebih pilih berbicara dengan bahasa yang biasa-biasa saja. Kalo saya pake slang itu cuman iseng-iseng saja.*

S2 : I have listened and used slang because when we are singing, we use many slang and sometimes I used slang when interacting. But, I prefer to speak as usual. If I used slang is just a fad.

From the interview above, it can be concluded that the student spoke slang because fad or joke.

B. Discussion

This part focused with the interpretation of findings about the use of slang in EFL classroom interaction. It deals with the types of slang, the factors causing and the reason of using slang in the EFL classroom interaction.

The lecturer and students' utterance of slang were identified through their interaction in the classroom. Classroom observation has been conducted for four meetings. Furthermore, the next step of this research was the interview. The impolite expression, the factors causing, and the reasons elaborated in this part based on the findings of this research. Through this research, the researcher found that there are forty-four extracts of slang which are categorized into four types of slang, four factors influencing, and eight reasons of using slang in EFL classroom interaction.

From Allan and Burrige's theory there are five types of slang but in this research, the researcher only found four types of slang used by the lecturer and the students' in the classroom, they are: fresh and creative, compounding, imitative, and clipping. While acronym is not used by the lecturer and the students in the classroom. To give better description, the result obtained from the analysis can be seen in the forms of table as follows:

Table 4.1
The Tabulated Data

No	The Types of Slang	The Utilized Slang	The Meaning
1	Fresh and creative	Guys Joke Hello? Do you hear me? Yup Loser Awesome Oops! Styling Ok/okay Mate Ex Excellent Uptight Wow By the way Darling	Fellow or friends To tease someone Are you aware that I am talking to you? Yes An inept person Great, excellent It said after a small mistakes Looking good Accepted, agreed Friends (informal used) Former spouse or lover Fine (like awesome) Anxious Indication of surprise Use in context where the speaker want to ask something. Person who is very much loved or liked.
2	Compounding	Big man We are listening All right Forget it Come on Drop out Break it up Big thanks Drama queen My bad Shut up	Famous or important person Keep talking Okay Never mind Invitation Someone who has dropped Stop it Pleased or grateful Someone who gets overly emotional/sentimental. It is my fault To be quite

		I'm not kidding Big dream No way Hang out	I am telling the truth Something that we want to happen very much. No! To gather in a casual manner
3	Imitative	Gonna Wanna Wassup Cool Sweet	Going to Want to What is up? Relaxed, great, excellent Good, excellent
4	Clipping	Bro Exam	Brother Examination

Regarding to the slang, the first type that the researcher found is fresh and creative. Fresh and creative were employed by both the lecturer and the students. The slang is used by the lecturer emerge in extract 1 until 6. In this sense, each extract of the lecturer's slang had different functions. Those functions are to address and to enrich language.

The first function of the use of slang in this type is to address. The data in this type which has function to address is *guys*. There is slang which is used by lecturer that include in this type. The lecturer addressed his students as *guys* and *loser*. The slang "*guys*" is actually the informal variety of friends. The lecturer used slang to address his students in order to maintain their close relationship. Eric Partidege (1954) stated that the people use slang there is having reason, one of the reason is to induce either friendliness. The second function of the used of slang in this type is to enrich the language. The data in this type which has function to enrich language is *joke*, and *yup*. The word "*joke* and *yup* are used for

replacing another words. It means that the lecturer used slang to enrich the language by inventing new words.

Not only the lecturer, the students also expressed fresh and creative type of slang in classroom interaction. The fresh and creative type employed by the students can be seen in extract 7 until extract 19. In extract 7, 12, 13, and 19 the students used slang that have function to address. The data had function to address are *guys*, *mate*, *ex*, and *darling*. Another function included in fresh and creative type is to express impression. Anderson and Trudgill (1990) argued that when the speakers fell that they are impressed about someone they meet or something they see, they often use slang to express their impressions. The data has function to express impression in this slang type is in extract 9, 10, 11, 15, and 17. They were *styling*, *awesome*, *okay*, *excellent*, and *wow* that used by students in classroom interaction. While in extract 8, 14, 16, and 18, the students used this type to show intimacy. For instance, *oops*, *joke*, *uptight*, and *by the way*. Relating to this, Eric Partidge (1954) assumed that people have tendency to use slang in purpose of showing intimacy since slang can be an effective way for showing intimacy among each other.

The second finding the use of slang showed that compounding type appears in the classroom interaction. The slang of the lecturer and the students' utterance indicated as compounding type can be found in extract 20 until extract 35. In compounding type, I found there are two different functions of slang. Those functions were to form intimate atmosphere and to reveal anger. The words from

extract 20 until 29, 32, 33, and 35 that produced by the lecturer and the students are the words that have function to form intimate atmosphere. They are *big name*, *we are listening*, *all right*, *forget it*, *come on*, *drop out*, *break it up*, *big thanks*, *drama queen*, *my bad*, *big dream*, and *hang out*. Allan and Burridge (2006) stated that slang can be one alternative way to alleviate the relationship distant between strangers. Furthermore, they argued that the conversation between the strangers will flow smoothly so that they can reduce social distance and be more comfortable. While words *shut up*, *I am not kidding*, and *no way* in extract 30, 31, and 34 that produced by the students were words that have function to reveal anger. People had tendency to express unpleasant or dislike feeling of the other people toward slang. From the data, that slang are employed by the students toward their classmate.

The third finding of the use slang type is imitative. The researcher found that imitative type employed by both the lecturer and the students in the classroom interaction. The lecturer and the students' slang appeared in extract 36 until extract 42. In imitative type of slang, I found there are two different function of slang based on this type, those function are to address and to initiate relax conversation. The words *cool* and *sweet* in extract 39 and 41 were produced by students to address the other people. It means that the slang had function to address the others speaker. Another function in this type was to initiate relax conversation. Relating to this, Eric Partidge (1954) argued that sometimes people prefer to use slang rather than standard variant of vocabulary to create relax

conversation. They have tendency to use slang to initiate relax conversation in purpose of having smooth conversation in informal situation. It can be seen in extract 36, 37. 38, 40 and 42. Those words is stated by the lecturer and the students. The words were *gonna*, *wanna*, and *wassup?*.

The last finding of the use slang type is clipping. The researcher found there is function of slang based on the type. In this type, the function was to address. Clipping type is stated by the lecturer and the students in the classroom interaction. In the extract 43 and extract 44, the lecturer and the students stated the words *bro* and *exam* in classroom interaction. The word *bro* in extract 43 is stated by the student and it had function to address to his student. While, the word *exam* in extract 44 is produced by the lecturer and it had function to address the examination.

As the conclusion of the slang use in this research, fresh and creative type was used frequently by both teacher and students. To give better description, the result obtained from the analysis can be seen in the forms of table as follows:

Table 4.2
The distribution of the use of slang in each type

No	Slang Types	Numbers of Data
1	Fresh and Creative	19
2	Compounding	16
3	Imitative	6
4	Clipping	2
Total		44

From the table above presented the use of slang in the term of the types of slang based on the classroom interaction in which slang occurs. Regarding to the slang, the researcher found four types of slang employed by the lecturer and the students based on the slang types proposed by Allan and Burridge's theory. As described in the table, fresh and creative type dominated the slang type which used by the lecturer and the students. According to Allan and Burridge's theory (2006), this type of slang can be used by speakers easily. From the table above, it can be seen that there are 19 words for fresh and creative type, 16 words for compounding, 6 words for imitative and 2 words for clipping. All the data is obtained from interaction in classroom. In this research, acronym type excluded, because only identified in written communication.

In terms of the factor influencing the use of slang, the researcher found four factors influencing the use of slang by the lecturer and the students in the classroom interaction. In this study, the factor influencing the use of slang are social status, age, social distance or familiarity and situation.

The first factor is social status. Here, the status as a lecturer or educate person was a factor of the use of slang by the lecturer in the classroom interaction. The lecturer gets the status as a educate person from his achievement in graduating from the popular university in Indonesia. The lecturer used his social status as a lecturer or educate person to give instruction to his students directly. It is signed with his clear explanation and clear instruction when instructing the students. Besides that, the lecturer also tried to initiate relax conversation, to form

intimate atmosphere, to show impression and to reveal anger to the students. Here, the lecturer has power to spoken slang to students but not the students to their lecturer. They still think of the words that will be used in communicating to their lecturer. This finding is taken from students through interview.

Concerning to the social status, the educational of the people influence their style in interacting. The higher education people tend to have many variations of language. Furthermore, the speech style of people will be different when they speak with the people in high level education and the people with people in low level education. Mahmud (2013) stated that social class someone has will determine the choice and the level of language he/she speaks. Conversely, his/her speech may indicate his/her social class.

The second factor that influences the use of slang in classroom interaction was age. The students revealed that they not use slang to their lecturer because the lecturer is older that the students. While, different treatment showed by students to their friends who is the same age. They tended to use slang in communicating to their friends in the classroom. Mizutani and Mizutani in Mahmud (2013) state that differences in age will influence the formality of speakers and hence the degree of politeness. It means that, people tended to speak formally to older people than they speak to the same age or younger.

The third factor influencing the use of slang is social distance or familiarity. The social distance in this case is the lecturer's closeness with his students, it means that the possibility of the use of slang in the classroom occurred higher.

The lecturer employed slang to his students because he felt familiar to the students. Sometimes, the lecturer prefer to use slang variant rather than standard variant of vocabulary. Eric Partidge (1954) stated people have tendency to use slang in purpose of showing their close relationship. As we know, when someone has close relationship with other, they will use certain choice of words compared with when someone speaks with the other who had distant relationship. Therefore, being a stranger or being familiar to someone will determine the ways of speaking (Mahmud, 2013).

The last factor that influence the use of slang is situation. Here, situation means the set of things that are happening and the condition that exist at particular time and place. There are certain situation when the lecturer and the students may talk to use slang in the classroom. The topic discussed can also affect the level of formality (Mahmud, 2013). According to the students, they use slang when the meetings talk about their experience, their feeling or their activity. In addition, they use slang based on their lecture performance. This finding is taken from students through interview.

Mahmud (2013) in her study of politeness found five factors in influencing style in communication, they are: social status, age, gender, social distance or familiarity and situation. Those factors used by the researcher to examine the factors causing the use of slang in the classroom interaction. After observing the classroom and interview both the lecturer and the students, the researcher reveals that social status, age, social distance or familiarity and situation were factors

causing the use of slang of the lecturer and the students in the classroom. However, the gender was not the factors causing the use of slang. By the researcher, this is caused by the difference area of the study, where this study focused on the classroom interaction, while the previous study focused at politeness in Bugis.

The third finding in this research is the reason why do the lecturer and students employed slang in classroom interaction. According to Eric Partidge (1954) there are some reasons why people use slang in communicating, such as just for fun the things, to shows that one belongs to a certain group, to enrich the language by inventing new words. At least, he gives fifteen reasons why people use slang in communicating. Pertaining to the reason, the lecturer and the students also have reason they expressed or employed slang. The researcher found that there are several reasons why the participants used slang in the classroom interaction. The reasons were to reduce seriousness, to induce either friendliness, for ease social interaction, to enrich the language, to be different or to be novel, for delight, just following, and joke.

To reduce seriousness is the first reason the lecturer and the students used slang in classroom interaction. The participants argued that the use of slang in classroom interaction was to reduce seriousness. Because slang can be one alternative way to initiate relax conversation in purpose ofn having smooth conversation. In other argument, the lecturer felt the use of slang in classroom interaction can improve the students' interest to learn English.

The next reasons the lecturer and the students employed slang in classroom interaction are to induce either friendliness and for ease of social interaction. From the interview, the participants uttered clearly the reason why slang employed in the classroom. The students stated that the slang uttered because it looks very friendliness to other people. In addition, they argued that use slang can make easy for social interaction. It is similar with the lecturer's opinion. He argued that he used slang for easy to interact to his students. People who has close relationship with the other tended to use certain vocabulary in order to make the conversation runs more relax so that they can feel more comfortable.

To enrich the language by inventing new words is one of the reason the use of slang by the lecturer and the students in the classroom interaction. The student told that the use of slang because it looks good and impressed update. It means that the student found some new vocabulary of slang. Furthermore, to be different and for delight are the reason they use slang. Commonly, the people use slang for reason to be novel from the other people and they use slang to make it happy. It can be seen form the interview 1 and 2.

In accordance with new finding, the researcher found the reasons of using slang in the classroom of the lecturer and the students which is not mentioned in Eric Partidge's theory. The reasons were just follow and joke. The researcher got the reasons from the interview with the lecturer and the students. The participants argued that they employed slang in the classroom because they follow the people who use slang. Therefore, they used and applied the slang in interacting with

others in the classroom. Furthermore, joke was the last reason in using slang in the classroom interaction. The participants revealed that the slang used in the classroom were a joke. The students argued that they employed slang because they had been familiar with others, so they spoken slang even it has rough meaning. The slang is used by the students just for jo ke to the others. In other argument, the lecturer assumed that the slang employed by him to growing the intimacy among them and to create relax conversation during the lesson.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents some conclusion and suggestion based on the findings and discussion of the data analysis.

A. Conclusion

Based on the findings and discussion in the prior chapter, some conclusions could be drawn. The followings are the description of the findings based on research questions explained in chapter 1.

1. There are four types of slang that used by the lecturer and the students which are fresh and creative type, compounding type, imitative type and clipping type.
2. There are four factors causing the use of slang uttered by the lecturer and the students, they are social status, age, social distance or familiarity and situation.
3. There are reasons of the lecturer and the students used slang in the classroom, which are to reduce seriousness, to induce either friendliness, to make ease of social interaction, to enrich the language, to be different or to be novel, to be delight, to imitate, and joke.

There is new finding in this research about the reason of using slang. The findings are the additional reasons of using slang which is not mentioned

by Eric Partidge in his theory of the reason of using slang. The reasons are just following and joke.

B. Suggestion

The researcher suggest several things to consider both lecturer and the students.

1. This study is worth suggesting that all the lecturer and the students, especially English lecturer and students who take English Department, should provide more information toward the use of slang in EFL classroom interaction.
2. This study can become guidance for English lecturers and the students to form intimate atmosphere, to initiate relax conversation in classroom interaction.
3. As a recommendation for further researchers, the researcher suggest to observe more deeply the use slang in other researches. Because there are five types of slang that proposed by Allan and Burrige, but in this research just found four types of slang. It means that there is something that to be investigated more.

REFERENCES

- Adams, Michael. (2009). *Slang: The People's Poetry*. New York: Oxford.
- Akmajian, A., Demmers, R.A., Farmer, A.K., & Harnish, R.M. (1998). *Linguistics: An Introduction to Language and Communication*. 4th Ed. London: The MIT press.
- Awasilah, A. Chaedar. (1985). *Sosiologi Bahasa*. Bandung: Angkasa Bandung
- Allan, Keith and Burridge, Kate. (2006). *Forbidden Words: Taboo and the Censoring of Language*. New York: Cambridge University Press.
- Andersson, Lars, G and Trudgill Petter. (1990). *Bad Language*. Oxford: Basil Blackwell Ltd.
- Bailey, Kennet D. (2003). *Methods of Social Research*. New York: The Free Press.
- Bernard, H.R. (2002). *Research Method in Anthropology: Qualitative and Quantitative Method*. 3rd Ed. California: AltaMira Press.
- Chaika, E. (1994). *Language: The social Mirror*. Boston: Heinle and Heinle
- Chambers, J. (1995). *Sociolinguistics Theory: Linguistic Variation and its Social Significance*. Oxford:Blackwell.
- Claire. (1990). *Sociolinguistic Theory: Linguistic Variation and Its Social Significance*. Oxford:Blackwell.
- Consolo, Douglas Altamiro. (2006). Classroom Oral Interaction in Foreign Language Lesson and Implication for Teacher Development. *Linguagem and Ensino*, vol.9 : UNESP – Sao Jose Do Rio Preto.
- Coupland, Nikolas. (2007). *Style: Language Variation and Identity*. Cambridge: Cambridge University Press.
- Dagarin, Mateja. (2004). Classroom Interaction and Communication Strategies in Learning English as a Foreign. *Elope. English Language Overseas Perspective and Enquires*. Vol. 1/1-2: University of Ljubljana.

- Eble, Connie. (1996) *Slang and Sociability: In Group Language among College Students*. Chapel Hill/London: University of North Carolina Press.
- Fabjancic, Tamara. (2010). Slang as Social Phenomenon and the Issue of Capturing It in Dictionaries. Retrieved Augustus 25, 2016, from <http://revije.ff.uni-lj.si/elope/article/view/3257>
- Fasold, Ralph W. (1996). *The sociolinguistics of society*. Oxford: Blackwell.
- Findlay, Michael S. (1998). *Language and Communication: A Cross Cultural Encyclopedia*. Oxford: ABC_CLIO.
- Fishman, Joshua. (1972). *The Discipline of Sociology of Language*. Stanford: Stanford University Press.
- Green, Jonathan. (2000). *Cassel's Dictionary of Slang*. London: Wellington House.
- Holmes, Janet (1992). *An Introduction to sociolinguistics*. London: Longman.
- Holmes, Janet (2001). *An Introduction to sociolinguistics*. 2nd Ed. Malaysia: Longman.
- Hymes, Dell. (2001). *Key Term in Language and Culture*. Oxford: Blackwell.
- Icbay, Mehmet Ali. (2008). The Role of Classroom Interaction in the Construction of Classroom Order. *A Conversation Analysis Study*. Middle East Technical University.
- Krauss, Robert M. (2002). *The Psychology of Verbal Communication*. International Encyclopedia of the Social and Behavioral Sciences.
- Lulia, Alba. (1989). Why Do People Use Slang. Retrieved September, 20, 2016, from <http://www.uab.ro>
- Mahmud, Murni. (2013). The Roles of Social Status, Age, Gender, Familiarity, and Situation in Being Polite for Bugis Society. *Asian Social Science; Vol. 9, No 5*. Canadian Center of Science and Education.
- Maitland, James. (2010). *The American Slang Dictionary*. Chicago: Amazon.
- Mattiello, Elisa. (2008). *An Introduction to Slang*. Polimetrica Internatational Scientiefic. Italy:Monza.

- Miles, M.B. and Huberman, A.M, (1994). *Qualitative data analysis*. 2nd Ed. London: Sage
- Namvar, Firooz and Ibrahim, Noraini. 2014. Popularity and Familiarity of Slang among ESL Students. *Journal of Applied Sciences*. Doi:10.3923/jas.2014.3585.3590.
- Partridge, Eric. (1945). *Slang Today and Yesterday*. London: Utledge LTD.
- Ranjan, Alok P and Diganta Saha. (2013). Detection of Slang in E-Data Using Semi Supervised Learning. *International Journal of Artificial Intelligence and Applications*. Retrieved September 11, 2016, from <http://aircconline.com/ijaia/V4N5/4513ijaia04.pdf>
- Richards, C Jack and Schmidt, Richard. (2010). *Longman Dictionary of Language Teaching and Applied Linguistics*. Pearson Education.
- Richter, Evelyn. (2006). Students Slang At IIT Madras: A Linguistic Field Study. Retrieved August 25, 2016, from http://monarch.qucosa.de/fileadmin/data/qucosa/documents/5134/data/MAt_hesis_EvelynRichter.pdf.
- Samiksha, S. (2016). Informal Communication: Meaning, Characteristics, Advantages and Limitations. Retrieved August 25, 2016, from <http://www.yourarticlelibrary.com/business-communication/informal-communication-meaning-characteristics-advantages-and-limitations/1002/>
- Shahraki, Sara H. (2010) Check This One Out: Analyzing Slang Use among Iranian Male and Female Teenagers. *Journal of English Language Teaching*. Retrieved August 26, 2016, from <http://files.eric.ed.gov/fulltext/EJ1080655.pdf>.
- Spears, Richard. (2000), *NTC's Dictionary American Slang and Colloquial Expressions*. Ed. 3. United States of America: NTC Publishing Group
- Spolsky, Bernard. (2001). *Sociolinguistics*. London: Oxford University Press.
- Suzila, T.S. Tengku Intan and Yusri, M.N. Mohd.(2012). Politeness: Adolescent in Disagreement. *International Journal of Social Science and Humanity*, Vol. 2, No. 2. University Teknologi Mara

- Widyasari, H Christina. (2011). Word Formation process in Slang in the Indonesia Teenagers' Novel". Retrieved September 12, 2016, from <http://studentjournal.petra.ac.id/index.php/sastra-inggris/article/viewFile/428/367>
- Wikipedia. (2016), Interaction. <http://e,.wikipedia.org/wiki/interaction>. Accessed on November, 15, 2016.
- Wood, Julia. (2004). *Communication Theories in Action: An Introduction*. New York: Wadsworth.
- Yule, George. (2006). *The Study of Language*. Cambridge: Cambridge University Press.



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS NEGERI MAKASSAR
PROGRAM PASCASARJANA

Kampus UNM Gunung Sari Baru, Jl. Bonto Lingsa, Makassar-90222,
Telp. (0411) 830366, Telp./Fax. (0411) 855288,
Email: pascas@unm.ac.id, Laman: http://pps.unm.ac.id

Nomor : 1043/UN36.8/PL/2017
Lamp. : 1 (satu) Proposal
Perihal : Izin Penelitian

7 Februari 2017

Kepada
Yth. : Gubernur Prov. Sul - Sel
Cc. Kepala UPT P2T BKPM Prov. Sul - Sel
di-
Makassar

Dengan hormat disampaikan bahwa mahasiswa Program Pascasarjana Universitas Negeri Makassar yang tersebut di bawah ini akan melaksanakan pra penelitian dalam rangka penyelesaian studi magister.

Nama : ST. Marhana Rullu
Nomor Pokok : 15B01179
Program Studi/ : Pendidikan Bahasa
Kekhususan : Pendidikan Bahasa Inggris
Judul Penelitian :

*The use of Slang Words in the EFL Classroom Interaction at English
Department of IAIN Gorontalo*

Selubungan dengan hal tersebut di atas, dimohon kiranya yang bersangkutan dapat diberikan izin penelitian.

Atas perhatian dan kerjasana yang baik diucapkan terima kasih.


Jasruddin
NIP. 19641222 199103 1 002

Tembusan :

- Rektor UNM (sebagai laporan)
 - Asdir I dan II PPs UNM
 - KPS Bahasa Inggris
 - Mahasiswa yang bersangkutan
- Telap Jaya dalam Tantangan






PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
BIDANG PENYELENGGARAAN PELAYANAN PERIZINAN

Nomor : 1408/S.01P/P2T/02/2017
 Lampiran : -
 Perihal : Izin Penelitian

Kepada Yth.
 Gubernur Gorontalo

di-
Tempat

Berdasarkan surat Direktur PPs UNM Makassar Nomor : 1043/UN36-S/PL/2017 tanggal 07 Februari 2017 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a	ST. MARHANA RULLU
Nomor Pokok	15801179
Program Studi	Pendid. Bahasa
Pekerjaan/Lembaga	Mahasiswa(S2)
Alamat	Jl. Bonto Langkasa, Makassar

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka penyusunan Tesis, dengan judul :

" THE USE OF SLANG WORDS IN THE EFL CLASSROOM INTERACTION AT ENGLISH DEPARTMENT OF IAIN GORONTALO "

Yang akan dilaksanakan dari : Tgl. 13 Maret s/d 14 April 2017

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diberikan di Makassar
 Pada tanggal : 14 Februari 2017

A.n. GUBERNUR SULAWESI SELATAN
 KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU
 PINTU PROVINSI SULAWESI SELATAN
 Sebagai Administrator Pelayanan Perizinan Terpadu



A. M. YAMIN, SE., MS.
 Pangkat : Pembina Utama Madya
 Np : 18610513 189002 1 002

Terdapat 1 (satu) Lembar
 1. Direktur PPs UNM Makassar di Makassar;
 2. Arsip/Kelembagaan



GUBERNUR GORONTALO

REKOMENDASI PENELITIAN

Nomor : 070/KeshangPol.997 /2017

1. Dasar :

- a. Undang-undang Nomor 38 tahun 2000 tentang pembentukan Provinsi Gorontalo.
- b. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi (Lembaran Negara Republik Indonesia Tahun 2002 Nomor 84, Tambahan Lembaran Negara Republik Indonesia Nomor 4219).
- c. Undang-Undang Nomor 23 Tahun 2014 tentang Pemerintah Daerah.
- d. Peraturan Menteri dalam Negeri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
- e. Perda Nomor 13 Tahun 2013 tentang Pembentukan Lembaga - Lembaga Teknis Daerah
- f. Surat dari Pemerintah Provinsi Sulawesi Selatan Dinas Penanaman Modal dan Pelayanan Terpadu satu pintu Nomor : 1408/S.01P/P2T/02/2017 tanggal 14 Februari 2017 perihal Permohonan Izin Penelitian.

2. Menimbang :

Bahwa dalam rangka tertib administrasi, pengendalian dan pengembangan penelitian serta Stabilitas Daerah maka perlu memberikan Rekomendasi Penelitian berdasarkan Izin Penelitian.

GUBERNUR GORONTALO, memberikan rekomendasi kepada :

- a. Nama : ST. MARHANA RULLI
- b. Alamat Peneliti : Desa Padangon kecamatan: Marana kabupaten Banggai
- c. Untuk : 1) Melakukan penelitian penyusunan Tesis (S2) dengan judul Proposal " *The Use Of Slang Words In The Efl Classroom Interaction At English Department Of IAIN Gorontalo* "
- 2) Tujuan Penelitian : Untuk mengenalkan penggunaan slang words di dalam kelas.
- 3) Lokasi Penelitian : Kampus IAIN Sultan Amai Gorontalo
- 4) Waktu Penelitian : 13 Maret sd 13 April 2017

/ 3. Sebelum.....2

3. Sebelum melakukan Penelitian agar melapor ke Pemerintah setempat dan tempat yang menjadi obyek penelitian serta menjaga keamanan dan ketertiban.
4. Tidak dibenarkan melakukan penelitian yang tidak sesuai / tidak ada kaitannya dengan judul penelitian dimaksud.
5. Harus mematuhi ketentuan perundang-undangan yang berlaku serta mengindahkan adat istiadat setempat.
6. Apabila masa berlaku surat rekomendasi ST. MARHANA RILLU dengan judul *The Use Of Slang Words In The Efl Classroom Interaction At English Department Of IAIN Gorontalo* ini sudah berakhir sedangkan pelaksanaan penelitian belum selesai, maka perpanjangan penelitian harus diajukan kembali kepada instansi pemohon.
7. Hasil Penelitian agar diserahkan 1 (satu) eksemplar kepada Gubernur Gorontalo Cq. Badan Kesbangpol Provinsi Gorontalo.
8. Surat rekomendasi ini akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang surat rekomendasi ini tidak mematuhi / mengindahkan ketentuan-ketentuan seperti tersebut diatas.

Demikian rekomendasi ini diberikan untuk digunakan seperlunya.

Gorontalo, 13 Maret 2017

a.n. GUBERNUR GORONTALO
KEPALA BADAN KESBANG DAN POLITIK
PROVINSI GORONTALO



DR. H. ADRIAN LAHAY, M.Si

Pembina Utama Madya

Nip. 19601207 198203 1 008

Tembusan 10:

1. Pj. Gubernur Gorontalo (sebagai laporan)
2. Rektor IAIN Sultan Arif Gorontalo
3. Yang bersangkutan.
4. Arsip.



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN)
SULTAN AMAI GORONTALO

Kampus 1: Jln. Gelatik No. 1 Haledusa Kota Gorontalo Telp. (0435) 827725-821942
 Kampus 2: Dasa Pone Pac. Limboto Barat Kab. Gorontalo
 Telp. (0435) 880251 Fax. (0435) 882398

SURAT REKOMENDASI

Nomor: 139 /In.06/R/PP.006/03/2017

Yang bertanda tangan dibawah ini:

Nama : Dr. H. Kasim Yahji, M.Ag
 NIP : 19610522 199003 1 002
 Jabatan : Rektor IAIN Sultan Amal Gorontalo

Memberikan rekomendasi pada:

Nama : ST. Marhana Rullu
 Instansi : Universitas Negeri Makassar

Untuk melakukan penelitian di IAIN Sultan Amal Gorontalo bertujuan Penyusunan Tesis (S2) dengan judul *"The Use of Shung in the EFL Classroom Interaction at English Department of IAIN Gorontalo"* dan mengidentifikasi penggunaan shung di dalam kelas pada tanggal 13 Maret s/d 13 April 2017

Demikian Surat Rekomendasi ini diberikan untuk dipergunakan sebagaimana mestinya.

Gorontalo, 16 Maret 2017

Rektor


 Dr. H. Kasim Yahji, M.Ag
 NIP. 19610522 199003 1 002



**JURUSAN TADRIS BAHASA INGGRIS
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
IAIN SULTAN AMAI GORONTALO**
Jl. Sultan Amai No.1 Kel. Pone-Tolp. (0435) 821942-822725

SURAT KETERANGAN

Norme : /In.06/FTTK.TBI/PP.00.9/04/2017

Yang bertanda tangan dibawah ini, Ketua Jurusan Tadris Bahasa Inggris menerangkan bahwa:

Nama : ST, Mahana Rullu
NIM : 15B01179
Jurusan : Pendidikan Bahasa Inggris, Program Pascasarjana

Universitas Negeri Makassar

Telah selesai melakukan penelitian di IAIN Gorontalo pada Jurusan Tadris Bahasa Inggris, Jl. Sultan Amai No. 1 selama 1 (satu) bulan dihitung mulai tanggal 13 Maret 2017 sampai tanggal 13 April 2017 untuk memperoleh data dalam rangka penyusunan tesis yang berjudul *"The Use of Slang in the EFL Classroom Interaction at English Department in IAIN Gorontalo"*

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Gorontalo, 13 April 2017

Ketua Jurusan,


Yuwidi R. Saleh, M.Pd
NIP. 19760721 200312 2 003